

**ASSURANCE OF LEARNING REPORT 2008-13**

**AND**

**ASSESSMENT PLAN 2013-18**

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**Submitted January 15, 2014 to:**

**Association to Advance Collegiate Schools of Business**

## **EXECUTIVE SUMMARY**

In academic years (AY) 2012-13 and 2013-14, Eastern Washington University's (EWU's) business faculty in the College of Business and Public Administration (CBPA) undertook a thorough review and revision of its assessment processes. The review was prompted by the evaluation of accreditors from the Association to Advance Collegiate Schools of Business (AACSB) that the college had not adequately complied with directives from the previous evaluation to "complete two closing-of-the-loop cycles" for each learning objective before the 2012 visit, as well as from concerns voiced internally. This report and "how to" manual documents that review, which takes a systems-audit perspective. The end point is a description of a substantially revised and comprehensive assessment plan that will be in place in AY 2013-14 as the college adopts a program-level assessment process to advance its assessment maturity.

The Appendices included with this report include the portfolio of assessment documentation and activity that took place between 2008 and 2013, as well as documents that form the foundation of the assessment plan that began in AY 2013-14.

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## **ASSURANCE OF LEARNING REVIEW**

In academic years (AY) 2012-13 and 2013-14, Eastern Washington University's (EWU's) business faculty in the College of Business and Public Administration (CBPA) undertook a thorough review and revision of its assessment processes. The review was prompted by the evaluation of accreditors from the Association to Advance Collegiate Schools of Business (AACSB) that the college had not adequately complied with directives from the previous evaluation to "complete two closing-of-the-loop cycles" for each learning objective before the 2012 visit, as well as from concerns voiced internally. This report and "how to" manual documents that review, which takes a systems-audit perspective. The end point is a description of the assessment plan that will be in place in AY 2013-14 as the college adopts a revised assessment process to advance its assessment maturity.

Various phases and types of assessment were conducted from 2008 to the present time, and diagnosis of the problems within the assessment system led to the conclusion that a mature assessment process should be described by the following characteristics:

1. Holistic, not "functionally silo-ed,"
2. Of adequate frequency, level of analysis, and informational richness,
3. Easy to use and easy to continue, regardless of administrative oversight,
4. Broadly participatory, not "imposed,"
5. Well-documented and communicated,
6. Designed for continuous improvement of student learning, and
7. Inclusive of mostly direct and formative assessments, and limited, at most, to only one or two summative assessments.

Early phases of assessment had one or two of these characteristics but failed to adequately capture all the necessary elements of a mature system. The following sections briefly describe each assessment phase (the process and its critique), and then the report concludes with a description of the processes currently in place to produce all the necessary elements of a mature system.

### **Assurance of Learning (AOL) For the Undergraduate Business Program**

#### **Phases I & II -- Assessment of Fundamentals and Business Disciplines**

Phases I and II of undergraduate business program assessment took place between 2008 and 2012. An Ed.D. assessment coordinator from within the CBPA was assigned; the College Assessment Committee (CAC) was created; and training was provided by a consultant endorsed by the university. Perhaps because the focus of training was on university accreditation, not on program-level accreditation, emphasis was strongly placed on assessment of college majors, not on assessment of the business program as a whole. Exhibit I of the Appendix is a collection of the documents used as a foundation for initiating and documenting the assessment process. Most assessment reporting and documentation was focused on majors within the college. Nonetheless, a few credible and well-developed efforts at program-level assessment took place.

A collection of business *program-level* documentation indicates that EWU's Undergraduate Business Program Committee undertook development of student learning goals, mapping of learning goals to business core courses, and execution of several assessments by discipline coordinators or committee members. Student Learning Goals for the period are listed below. Exhibit II in the Appendix also lists student learning goals and the associated course mapping matrix put in place during Phase I. Exhibit III illustrates the schedule for assessment that took place during 2008-12, and Exhibit IVa is a collection of reports documenting program-level assessment. Phase I, in essence, is primarily a program-level assessment of written communication, math, and business-concept fundamentals, along with use of the Major Field Test for Business (MFT) as an assessment of general business knowledge. Phase II is an assessment of majors, which meets some of the guidelines for AACSB assessment of disciplinary knowledge and is a learning objective of the Critical Thinking Learning Goal (Exhibit IVb). Each of these assessments form important and foundational components in the refined and re-articulated Learning Goals and Learning Objectives in the Assessment Plan for 2008-13, which will be presented in later sections of this report.

#### **Undergraduate Business Program Student Learning Goals -- 2008-12**

**Communications** – Students can communicate effectively in both written communications and in oral presentations

**Information** – Students are literate with respect to information technology and can acquire, evaluate, and use both quantitative and qualitative information to solve problems.

**Diversity** – Students are informed about the values, beliefs, and/or cultures of other cultures.

**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.

In addition to these skills, knowledge from the various disciplines was documented as a learning requirement.

Two *major and substantial* improvements were designed and put in place as a result of assessing writing fundamentals and math fundamentals during Phase I:

**Writing Improvement** – An extensive college-wide writing initiative was undertaken in 2009 to engage all instructors in the improvement of student writing and the accountability of students for their writing. Major efforts included adoption of *How 12* as the “standard” writing manual to recommend to students, execution of a workshop designed to teach faculty the “fatal errors” method of holding students accountable for writing errors, and creation of a Blackboard (now Canvas) website listing resources to help students with writing. A complete list of all improvement initiatives is included in Exhibit V.

**Math Skill Improvement** – The Math Department was engaged to assist in the development of a math course tailored to the needs of business students. The original math prerequisite for business students was Math 115, the minimum math requirement in the general education core. A follow-up math prerequisite, Math 200, was put in place to improve fundamental math skills. A full report is included in Exhibit VI.

While some program-level assessments led to teaching, curricular, and learning improvements, and a significant number of assessments took place for disciplinary knowledge in the majors, a systems-audit review of the process in place reveals a number of assessment shortcomings:

### **Findings of Systems Audit of Phase I and Phase II Assessment Process**

1. Functional/Course Silos -- The focus on assessing majors, perhaps more than anything, created a framing error that led to a highly functionalized and isolated view of assessment. Even where program-level assessment was conducted, it was done so by the same 3 to 4 members of the Undergraduate Business Program Committee, a highly exhausting and isolating process at best.
2. Insufficient Program-Level Frequency, Inappropriate Level of Analysis – Few business program-level assessments were completed, and where they were, loops were not closed. Writing and math fundamentals were not re-assessed until 2012-3 to learn if the improvements were effective. Each learning objective was not assessed twice. Level of analysis at which assessment was conducted eventually drifted away from the business program, as an exhaustive (and exhausting) list of assessments was required for 9 majors, each of which had 4 to 5 distinct learning goals. (Note Item 1 on Exhibit I, CAC Policy on Student Learning Assessment; Exhibit IVb reports)
3. Complex Reporting Forms and Aggregation Process – Faculty prepared extensive reports on each course and learning objective assessed, often preparing a new rubric and procedure each time and individually brainstorming ideas for improvement that needed to be implemented individually.
4. Broadly Participatory, but Imposed, Individualized, and Uncoordinated – Faculty were assigned to each duty, often with incomplete understanding of the process, or incomplete input into the process. Coordination and scheduling of various aspects of assessment across the program (in favor of majors) was unclear.
5. Documentation – Reports were available in paper files, but not broadly disseminated. A few very successful workshops and meetings were held to discuss assessment, and many discipline-based improvements were put in place, but joint efforts to coordinate improvements across the program were few.
6. Failure to Map Learning Objectives to Assessments – The assessments that were conducted were not initiated based on course mapping. Furthermore, the use of the MFT to assess general business knowledge may be useful as a benchmark comparison to other universities, but the items in the MFT did not necessarily map onto EWU’s specific knowledge learning objectives.

### **Phase III Accelerated Business-Program-Level Assessment**

Phase III Assessment was conducted in AY 2012-2013 as a response to a mock accreditation review with an AACSB evaluator, who noted an absence of program-level assessment in the college’s review documentation. Under the direction of a new dean, Martine Duchatelet, Ph. D., a highly accelerated assessment process was put into place in an effort to complete “two closing-of-the-loop cycles” for each learning objective. This effort began the complex process of coordinating

assessments across the program. While it was highly effective at quickly completing the assignment, it lacked a few necessary elements for complete maturity.

Phase III began with developing assessable student learning goals:

**Undergraduate Business Program Student Learning Goals – 2012-13**

**Ethics** – Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.

**Multiculturalism and Global Awareness** – Students will develop an awareness and understanding of the cultural issues that impact business operations in a global society.

**Teamwork and Collaboration** – Students will understand and use team building and collaborative behaviors to accomplish group tasks.

**Understanding Financial Statements** – Students will understand and utilize financial tools and analytic techniques (e.g., financial statements analysis, budgeting, and valuation) to make and justify important financial decisions.

**Data Analysis Skills** --Students will identify and perform appropriate quantitative analyses when given a particular business problem.

Next, a system of coordinated activity was created. Major steps are listed below:

1. Student Learning Objectives (SLOs) – SLOs were created and disseminated.
2. Course Mapping Matrix for AOL Goals – Learning Goals were mapped onto EWU’s core business courses (Exhibit VII).
3. Master Schedule – The assessment schedule for this phase is shown in Exhibit VIII.
4. Coordination Mechanics -- For the Phase III process, the “how to” mechanics of coordination were created and disseminated, and a simplified reporting form was used:
  - a. CBPA Assessment Process Mechanics (Exhibit IXa) describes the steps.
  - b. An Assessment Reporting Form (Exhibit IXb) was used for documentation.
  - c. A Sample of A Completed Assessment Reporting Form (Exhibit IXc) shows the process -- Lead instructors were asked to create measures to use for assessment, most of which assessed baseline knowledge or skill using embedded exam items. The exam items were disseminated to other instructors completing the same assessments in the same course as the lead instructor. Each instructor then completed the reporting form, indicating the percentage of students who met expectations by scoring at least 75% correct on the exam items. Completed forms were collected by the Dean’s office and uploaded to a share drive accessible by faculty members.
  - d. Sample exam Items (Exhibit IXd) show what was measured for Exhibit IXc.
  - e. Results Summary Forms (Exhibit X) aggregated results -- Information from the reports was then aggregated into a Results Summary Form for each learning objective.

- f. A “Closing of the Loop” Summary Form was completed -- Last, the results were reviewed, and a form entitled, “UG Business Program Assessment “Closing of the Loop” Summary was completed. The form is shown in Exhibit XI, but the completed list of “closing of the loop” improvements is shown aggregated with improvements from other phases in a later section of the Appendix (Exhibit XXIII).

Use of Phase III assessment procedures began the systematic and coordinated process of *program-level* assessment. The use of course mapping to assign assessment duties to instructors teaching business core courses was a first step in aligning the process with program-level assessment expectations. Creation of simplified forms and procedures alleviated instructors of some unnecessary tasks. Several improvements were made as a result of the assessments (listed in Exhibit XXIII). The accelerated nature of the process, however, left some shortcomings, as described below:

### **Findings of Systems Audit of Phase III Assessment Process**

1. Insufficient Course and Improvement Coordination – Program assessment coordination took place through course mapping, however, because embedded exercises and exams were used, two different courses assessing the same SLO used different measures. Even some sections of the same course used different embedded exam items, while a few used the same exam items. This practice tended to keep assessment somewhat individualized and course-based. Improvements mostly were made in individual courses, not program-wide.
2. Accelerated Frequency – Accelerated assessment frequency allowed for quick “closing of the loop,” and some coordination resulted in a move toward the proper level of analysis, but acceleration also created a frenzy of activity with little time for review. Exam items, for example, were created without much discussion and did not always offer much information richness. Several improvements were not coordinated across classes.
3. Difficulty of use – Many lengthy paper reports continued to be used, and some instructors reported excessive expenditures of time tabulating results.
4. Motive – Participation was satisfactory and participants were very willing, but the process was somewhat “forced” by the need to rapidly comply with accreditation expectations, rather than for the benefit of student learning.
5. Missing Documentation and Communication – Several documents were created as the process moved along, rather than thought out beforehand, and communication was hampered until the share drive was created.

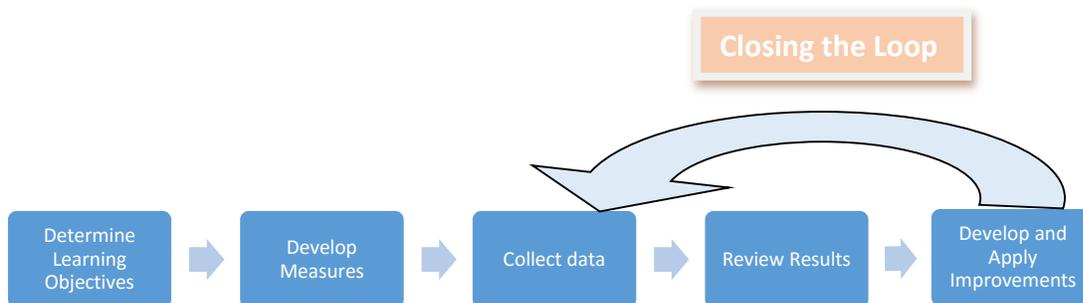
*A New Beginning and Plan*

## UNDERGRADUATE BUSINESS ASSESSMENT PLAN 2013-18

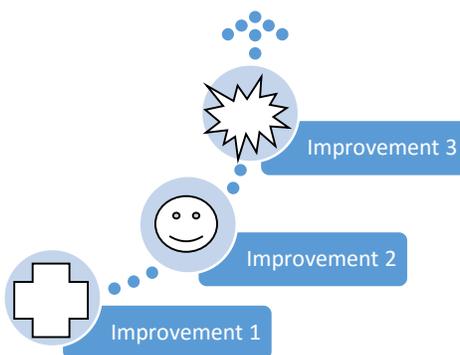
### Phase IV – Coordinated Program-Level Assessment of Skills

A turning point in assessment “know-how” came with a two-day, faculty-wide assessment workshop presented at EWU by Professor Karen Tarnoff, Ph. D, Assistant Dean for Assurance of Learning and Assessment for the College of Business and Technology at East Tennessee State University. Dr. Tarnoff is also an AACSB Assessment Seminar facilitator and Applied Assessment Seminar facilitator. This workshop took place in October, 2013, just as the accelerated assessment process of Phase III was coming to fruition in a second loop-closing. Participation in the workshop was broad, with nearly all faculty members attending; the exceptions were two faculty members who were out of country. Phase IV assessment has been planned on the basis of the information presented in the workshop, but has not yet been fully executed, as insufficient time has elapsed to conduct all the steps in the process. Subsequent to the workshop, an interim acting assessment coordinator, Patricia Nemetz-Mills, was appointed.

The process begins with an understanding of the purpose of assessment – continuous improvement of student learning. Assessment is a step-by-step process of determining learning objectives, developing measures, collecting data, reviewing results, developing and applying improvements, and re-measuring to learn if the improvement was effective. The process of re-measuring is the step known as “closing the loop.” A diagram is presented below:



Assessment based on the principle of continuous improvement can have endless loop-closings, as each improvement leads to more effective educational processes and increased student learning:



A description of the Phase IV assessment plan can begin from many different points of emphasis, but probably one of the most important decisions about the plan began with the decision to improve communication through the posting of the process on EWU's course management system (CMS), Canvas. A screenshot of the process is shown below. It provides an overview of each activity in the assessment process sequence. Each link provides useful information and documentation to anyone with access to the website. All faculty, including adjuncts, have been provided with access so that assessment activities are highly visible and transparent to all participating faculty, staff, and administration. Links also include an indicator of the participant responsible for each particular activity and may be used as a sequential flowchart. The website includes working forms and documents for ongoing use as well as a collection of historical documentation for complete review of past assessments.

### Assessment Process on Canvas

Undergraduate Business Program Assessment		
	<a href="#">Assessment Procedures</a>	
	<a href="#">Student Learning Objectives (Faculty Collectively Decide; Coordinator Posts)</a>	
	<a href="#">Course Mapping for Assurance of Learning (Faculty &amp; Dept Chairs Develop; Coordinator Posts)</a>	
	<a href="#">Assessment Master Schedule (Coordinator Develops; Faculty Reviews, Coordinator Posts)</a>	
	<a href="#">Faculty and Committee Assignments (Dept Chairs Request; Coordinator Posts)</a>	
	<a href="#">Download Rubrics and Scoring Summary Sheets (Individual Instructors do this)</a>	
	<a href="#">Upload Assessment Scoring Sheet Summary (Individual Instructors Do This)</a>	
	<a href="#">Aggregated Assessment Results Completed and Posted By Coordinator</a>	
	<a href="#">Download "Closing the Loop" Improvements Form (Committees/Task Forces Do This)</a>	
	<a href="#">Upload Completed "Closing the Loop" Form: Improvements (Committees Do This)</a>	0 pts
	<a href="#">Reports, Summaries, and other Resources Posted by Coordinator</a>	
MBA Program Assessment		
	<a href="#">MBA Student Learning Objectives</a>	
	<a href="#">MBA Course Mapping for Assurance of Learning</a>	
	<a href="#">MBA Assessment Master Schedules</a>	
	<a href="#">MBA Faculty and Committee Assessment Assignments</a>	
	<a href="#">Download MBA Rubrics and Scoring Summary Sheets</a>	
	<a href="#">Upload MBA Assessment Scoring Sheet Summaries (Individual Instructors Do This)</a>	
	<a href="#">Aggregated MBA Assessment Results Posted by Coordinator</a>	
	<a href="#">Download MBA "Closing the Loop" Improvements Form (Committees Do This)</a>	
	<a href="#">Upload Completed MBA "Closing the Loop" Improvements Form (Committees Do This)</a>	0 pts
	<a href="#">MBA Assessment Reports and Summaries</a>	

The achievement of a mature *business program-level* process of assessment is highly dependent on two changes that have been implemented: improved coordination of activities and the development of

common measures of student learning. The use of Canvas as a coordinating mechanism is key to advancing assessment practices, and the faculty-led development of common rubrics and measures to assess student skills cannot be underestimated as the new foundation for program-level assessment. Several rubrics were developed in a workshop in December, 2013, and use of the rubrics will begin in Winter Quarter, 2014. In addition, common measures (most likely exam items) of student knowledge are planned for further development in Fall Quarter, 2014. A full description of the new assessment process follows below, with the Canvas screenshot list used as the basis for organizing the narrative. A full set of sequential documents is also presented in the Appendix.

### **Student Learning Goals and Objectives (Exhibit XII)**

Following the two-day training workshop by Karen Tarnoff, three additional internally-organized faculty workshops were held. Participation among both full-time and part-time faculty was broad, with more than half attending each. Many documents were reviewed, and collective decisions were made in the workshops, including statements of the program learning goals and objectives. First, an understanding of the university's mission and the characteristics of the student populations served were explored for fit with the Undergraduate Business Program.

#### **Undergraduate Program Fit with Mission and Student Population – 2013-18**

The undergraduate business program serves its students and fulfills its university mission by the following:

1. Educating traditional and non-traditional students, many of whom are place-bound, underserved, or first-generation, to be ready for entry level positions and careers in businesses, professions, and organizations.
2. Providing quality and applied learning opportunities for international students interested in exposure to Western-style business education, language, and culture.
3. Engaging students in personal transformation and professional achievement through relevant and applied learning experiences and association with other students of various backgrounds, skills, and experience.

A fresh review of learning goals among faculty in the rubric workshop came from discussion of the ten different learning goals in effect during the previous assessment phases. Based on where faculty believe the highest need exists and where the program has the most important impact, the faculty decided on an initial set of six learning goals. Next, an iterative process of reviewing assignments and discussing data collection led to refinement and a final set of learning goals, which was approved by faculty in a later workshop. Learning goals were then operationalized into learning objectives designed to fulfill the program mission, respond to student needs, and increase understanding necessary to enhance, re-focus, extend, or complete previous assessment phases. These are shown in the table below.

## Undergraduate Business Program Student Learning Goals and Objectives – 2013-18

**Critical Thinking** – Students can use appropriate information and/or concepts and skills from the common body of business knowledge to bear upon the critical analysis of business issues and problems.

1. Our students will know the common body of business knowledge, including theories, concepts, formulae, rules and standards, necessary to perform routine tasks, complete reports, analyze cases/conditions, and solve problems.
2. Using case studies, designed exercises, and/or real-life examples, our students will know how to use an analytical framework to apply the common body of knowledge to solve problems, resolve issues, or evaluate situations.
3. Our students will be able to reference appropriate information for use as supporting evidence and differentiate between fact, opinion, and extraneous data when producing reports, analyzing cases and issues, and solving problems.
4. Our business students will know the specialized disciplinary knowledge of their chosen major.

**Ethical Awareness** --Students will develop an understanding of ethical issues that affect business operations, along with an awareness of various stakeholders affected by business activities.

1. Our students will know and understand relevant concepts and frameworks for making ethical decisions.
2. Using a case study, designed exercise, or investigatory report, our students will be able to apply an ethical framework to analyze an ethical dilemma or ethical violation.
3. Using a case study, designed exercise, or investigatory report, our students will be able to determine a variety of interests, differences, or conflicts arising among stakeholders affected by business activities.
4. Our students will know professional expectations of ethical conduct in their disciplines.

**Teamwork and Collaboration** – Students will understand and use team building and collaborative behaviors to accomplish group tasks.

1. Our students will know concepts necessary for guiding effective teamwork.
2. While working in groups, our students will engage in effective team behavior and produce high quality work using the talents of all group members.

**Global Awareness** – Students will develop an awareness and understanding of the issues that impact business operations in a global society.

1. Our students will know international elements, factors, and/or forces affecting businesses.
2. Using case studies or designed exercises, our students will identify and describe “macro” and “micro” factors in a nation’s environment that affect business activities, organizations, and people.
3. Our students will learn about other countries and multicultural differences by referencing information and/or talking to students and people with experience in other countries and/or in domestic subcultures.
4. Using case studies or designed exercises, our students will describe differences that must be taken into account when making decisions about business in other countries.

**Quantitative Reasoning** – Students can identify and perform appropriate quantitative analyses when given a particular business problem.

1. Our students will know how to correctly complete fundamental mathematical computations.
2. Our students will use mathematical skills to solve problems related to business.
3. Our students will understand data and how to use data.
4. Our students will know how to use software, applications, calculators, and other technical tools for solving quantitative problems.
5. When solving quantitative problems, our students will clearly show work and demonstrate proper reasoning by correctly applying formulae and procedures, making computations, sequencing steps, interpreting results, and drawing conclusions.

**Written Communications** – Students can communicate effectively in writing.

1. Our students will write logical and clear reports and documents.
2. Our students will demonstrate knowledge and awareness of mechanical errors in their writing and learn to correct them.
3. Our students will know how to use application software to properly format documents and review their writing.

## Course Mapping Matrix for AOL Goals 2013-18 (Exhibit XIII)

The course mapping matrix for AOL Goals 2013-18 was completed initially by gathering data from faculty in the rubric workshop. It was further refined in consultation with department chairs and faculty teaching the courses after reviewing syllabi and assignments in the courses. It will be used to determine the most appropriate courses for assessing each learning objective. Further development of course mapping for discipline-specific courses is planned for Spring Quarter, 2014.

### Course Mapping for Assurance of Learning 2013-18

	ACCT 251	ACCT 252	ACCT 261	DSCI 245	DSCI 346	ECON 201	ECON 200	FINC 335	MKTG 310	MISC 311	OPSM 330	MGMT 326	MGMT 423	MGMT 490	
Critical Thinking	X	X	X	x	x	x	x	x	x	x	X	X	X	X	
Ethics	x	x	X	x	x	x		X	X		x	X	X	X	
Global			x	x	x	x		x	x		x	X	X	X	
Teamwork												X	X	X	
Quant Reason	x	X	x	X	X	X	x	X			X			x	Also in Math 200
Written	x	x	X	x	x	x	x	x	x	x	x	X	X	X	Also in Engl 201
Core knowledge corresponding to problem-solving and analysis in Learning Objectives*:															
	ACCT 251	ACCT 252	ACCT 261	DSCI 245	DSCI 346	ECON 201	ECON 200	FINC 335	MKTG 310	MISC 311	OPSM 330	MGMT 326	MGMT 423	MGMT 490	
Ethics			x							x		x	X	A	
Finance	X							X		x	x		A	A	
Operations											X			A	
Org theory/behavior												X	A	A	
Statistics				X	X			x			x			A	
Info tech/Data				x	x					X	x			A	Also in CPLA 101 and CPLA 102
Economics						X	X	x		x			A	A	
Legal			X							x		x	X	A	
Accounting	X	X						X			x			A	
Marketing									X	x	x		A	A	
Social Responsibility			x					x				X	X	A	
Sustainability											x	X			
International/Multiculturalism			x						x		x	x	x	A	Also in IBUS 470-474 and University Int'l and Diversity Requirement

**X** Skills/knowledge listed on the left are used, taught, or required occasionally or frequently in the course.

**x** Skills/knowledge listed on the left are used, taught, or required sometimes or only rarely in the course.

**A** Assumes knowledge

\*(Course map for SLOs in disciplinary majors to be developed Winter/Spring Quarters 2014)

## Assessment Master Schedules (Exhibits XIV – XV)

An Annual Assessment Overview Schedule (shown below) was created to capture activity that took place in past phases and combined with activity that is planned for future years. The schedule indicates that during Phase I, three fundamental skill assessments were begun in 2008-09; an oral communication assessment was begun in 2009-10; and a global awareness assessment was begun in 2010-2011. A modified closing-of-the-loop assessment of Written Fundamentals and Math Fundamentals took place during the accelerated Phase III of assessment. Majors were assessed as Phase II every year between 2008 and 2013, and the MFT was administered every year between 2008 and 2013.

UG Business Program Annual Assessment Overview											
2008-2018											
Learning Goal	Phase I and II				Accel	Refine	Knowledge	Indirect			
	2008-2009	2009-2010	2010-2011	2011-2012	Phase III 2012-2013	Phase IV 2013-2014	Phase V 2014-2015	Phase VI 2015-2016	2016-2017	2017-2018	
Written Fundamentals	x				x						
Quant Fundamentals	x				x						
Knowledge Fund'mts	x										
Oral Comm		x									
Diversity (Global)			x								
Disciplinary/Majors	x	x	x	x	x						
Multiculturalism					x						
Financial					x						
Teamwork					x		x		x		
Global Awareness					x		x		x		
Quantitative Reason'g					x		x		x		
Ethics					x	x		x			
Critical Thinking						x		x			
Written Comm						x		x			
MFT	x	x	x	x	x	x	x	Discontinue or Benchmark			
Core/Discip Knldge EWU Exam or Embed'd Items							x	x	x	x	
Indirect								x	x	x	

Restart  
Cycle  
In  
2018-19

During the accelerated Phase III of assessment, six student learning objectives were assessed twice in 2012-13: Multiculturalism, Financial Statements, Teamwork, Global Awareness, Quantitative Reasoning/Data Analysis, and Ethics.

Future assessment plans are shown on the right-hand side of the schedule, with Phases IV, V, and VI indicated. Phase IV begins in 2013, with a new cycle for three goals to be assessed in 2013-14; then a second cycle for the same three goals is repeated in 2015-16. The goals are Ethics, Critical Thinking, and Written Communications. A set of three different goals are assessed in 2014-15, and the cycle is repeated in 2016-17: Teamwork, Global Awareness, and Quantitative Reasoning. Each cycle includes a three-step process, as shown in the Master Schedule for 2013-18 below:

- Develop or refine measures and collect data.
- Review results and develop improvements.
- Implement improvements and re-measure.

This plan allows for two cycles of closed-looped assessment of each learning goal to be completed within the next 5 years. The cyclic process is then re-started in 2018-19.

UG Business Program Assessment Master Schedule																
PHASES IV-VI 2013-2018																
(AACSB Training, Fall, 2013. Develop Rubrics and Measures/Re-Allocate Data Collection to Courses - Beginning Winter 2014)																
2013-2014																
2015-2016																
2016-2017																
2017-2018																
2018-2019																
2019-2020																
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### Faculty Data Collection Assignments (Exhibit XVI)

Faculty Scheduled to Collect Assessment Data for UG Program										
Year	Quarter	Learning Objective/ Goal to Be Assessed	Class No. and Section	Estimated No. of Students in Class	Day(s) of Week Class Scheduled	Class Location (RPT, Ch, Bell)	Time Class is Scheduled	Instructor	Coordinator -- Place "X" When Results are Received	Date Rec'd
2014	W	Ethics	MGMT 423-02	25	MW	Ch	2-3:50	Eager		
			MGMT 423-40	25	T	RPT	6-9:40	Hill		
			MGMT 423-41	25	M	RPT	6-9:40	Hill		
			MGMT 326-40	50	TR	RPT	4-5:50	Shaw		
2014	W	Critical Thinking	ACCT 261-02	60	TR	Ch	10-11:50	Ayers		
			MGMT 423-01	25	TR	Ch	10-11:51	Davis		
<b>Papers collected from:</b>										
2014	W	Written Comm	MGMT 423-02	25	MW	Ch	2-3:50	Eager		
			MGMT 490-40	15	MW	RPT	4-5:50	Hasan		
			MGMT 490-41	26	W	RPT	6-9:40	Hasan		
			MGMT 423-40	25	T	RPT	6-9:40	Hill		
<b>Papers equally distributed and evaluated by:</b>										
			Vance Cooney	David Eagle	Patricia Nemetz Mills					
			Steve Shervais	Dave Gorton						
			Nancy Birch	Debra Morgan						
			Jeff Culver	Taryn Fletcher						
Bellevue, which is on a different class schedule, will complete assessment of Phase III learning objectives in Marketing 310 -- Goitom Tsegay										

### Committee Results Review Assignments (Exhibit XVII)

Committees Scheduled to Review Assessment Data for UG Program						
Year	Quarter	Learning Objective/ Goal to Be Reviewed	Primary Committee Responsible for Review	Other Members Added to Create Task Force	Coordinator -- Place "X" When Completed "Closing of the Loop" Form is Received	Date Rec'd
2014	Sp	Ethics	Undergraduate Business Program Committee			
2014	Sp	Critical Thinking	Undergraduate Business Program Committee			
2014	Sp	Written Communications	Undergraduate Business Program Committee			

### Rubrics and Scoring Summary Sheets

Rubrics that can be used in multiple classes for program-level assessment were created by teams of faculty at an assessment workshop on December 6, 2013. Rubrics were designed to assess the following student learning objectives: Critical Thinking, Ethics, Teamwork, Global Awareness, Quantitative Reasoning, and Written Communications. The rubrics are shown in the Appendix, Exhibit XVIII. Faculty can download them from the Canvas website as needed. Instructions for

completing the data collection are listed on the Canvas website and included in Exhibit XIX. After data collection, each faculty member completes a scoring summary sheet in an Excel file and uploads the Excel file through a Canvas link. The coordinator then aggregates the data and posts the results for committee review. A Scoring Summary Sheet Form is shown below for the Ethics Rubric, and the complete set of scoring summary sheets are shown in the Appendix, Exhibit XX:

Ethics Scoring Summary Sheet Undergraduate Assessment Ethics Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
	No. Of Students That Do Not Meet Expectations	No. Of Students That Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Exploration of Problem and Perspectives</b>				
Student identifies the problem(s) or issue(s)				
Student identifies stakeholders and their interests or perspectives				
Student distinguishes among organization's mission, vision, and values				
<b>Student Identifies Conflicts or Differences:</b>				
a) Individual v. Organization v. Society				
b) Legal v. Ethical				
c) Short-Term v. Long-Term				
d) Ethically Universal v. Culturally Relative				
<b>Ethical Decision-Making</b>				
Student applies a decision-making process or ethical framework				
Student defines meaningful alternatives				
Student determines action or takes a considered position				
Student evaluates possible results or consequences				
<b>Overall Evaluation:</b>				

### Aggregated Assessment Results

After scoring sheet summaries are uploaded by individual faculty performing data collection, the assessment coordinator will aggregate the data into a single aggregate report form for the cycle under review. An example of an aggregate report form for the Ethics learning objective is shown below. Long term plans include tracking continuous improvement by comparing several cycles in a single form, also shown below. The full set of aggregate report forms to be completed for each learning objective is shown in the Appendix as Exhibit XXI.

Aggregate Summary Sheet														
Overall Data for Ethics Learning Objective														
Single Cycle Comparison														
2013-14														
Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Do Not Meet + Marginal		% Meet + Exceed Expectations	
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time
Exploration of Problem and Perspectives	Problem ID	Student identifies the problem(s) or issue(s)												
	Stkhdrs	Student identifies stakeholders and their interests or perspectives												
	Mission/Values	Student distinguishes among organization's mission, vision, and values												
Conflicts and Differences	Ind/Soc	a) Individual v. Organization v. Society												
	Leg/Eth	b) Legal v. Ethical												
	ST/LT	c) Short-Term v. Long-Term												
	Univ/Reltv	d) Ethically Universal v. Culturally Relative												
Ethical Decision-Making	Process	Student applies a decision-making process or ethical framework												
	Alternat'vs	Student defines meaningful alternatives												
	Position	Student determines action or takes a considered position												
	Conseq's	Student evaluates possible results or consequences												
Overall Evaluation														

Aggregate Summary Sheet														
Overall Data for Ethics Learning Objective														
Continuous Improvement Two-Cycle Comparison														
2013-14 Compared to 2015-17														
		Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Meet + Marginally Meet Expectations		% Meet + Exceed Expectations	
			'13-'14	'15-'16	'13-'14	'15-'16	'13-'14	'15-'16	'13-'14	'15-'16	'13-'14	'15-'16	'13-'14	'15-'16
Exploration of Problem and Perspectives	Problem ID	Student identifies the problem(s) or issue(s)												
	Stkhdrs	Student identifies stakeholders and their interests or perspectives												
	Mission/Values	Student distinguishes among organization's mission, vision, and values												
Conflicts and Differences	Ind/Soc	a) Individual v. Organization v. Society												
	Leg/Eth	b) Legal v. Ethical												
	ST/LT	c) Short-Term v. Long-Term												
	Univ/Reltv	d) Ethically Universal v. Culturally Relative												
Ethical Decision-Making	Process	Student applies a decision-making process or ethical framework												
	Alternat'vs	Student defines meaningful alternatives												
	Position	Student determines action or takes a considered position												
	Conseq's	Student evaluates possible results or consequences												
Overall Evaluation														

### “Closing the Loop” Review and Improvements

Following collection and aggregation of assessment data, the Undergraduate Business Program Committee will have primary responsibility for initiating review of the data and creating a team to develop improvements. Team members will include relevant business faculty teaching the knowledge and skills under review, faculty from other programs as necessary, administrators necessary to facilitate implementation, faculty members who conducted data collection, and/or interested faculty members who volunteer. In addition to using the aggregate data reports, the team will have available a list of improvements made by each individual faculty member in various courses. Individual course improvements will be regularly collected. These serve the purpose of adding ideas from faculty members who are unable to participate on committees (such as adjunct faculty), while also keeping a record of improvements to motivate faculty members to value

innovation. Such ideas may be transferable to other courses for improvements. An example of an individual faculty improvement list is shown in Exhibit XXII in the Appendix.

Review teams have the task of developing improvements, documenting improvements, and championing implementation of improvements. Their role includes disseminating successful improvement interventions to all faculty so that they can be implemented on a program-wide basis. A screenshot of a form for documenting improvements is shown below:

**UG Business Program Assessment “Closing of the Loop”  
Summary of Strengths, Improvements, and Actions Taken  
201\_**

Qtr /Year of Pilot	Qtr /Year of Re-test	Learning Objective Assessed	Met Standard 1 <sup>st</sup> Time?	If “Yes” to Meeting Std. List Observations, Strengths, and/or Actions	If “No” to Meeting Std. List Improvements and Actions to be Taken	Champion(s) and Dates (List Committee and/or Instructor Applying Improvement)	Effective? (2 <sup>nd</sup> Data Set Shows Improvement)*
W2013		Ethics					
		Ethics Subcategory 1					
		Etc.					
		Quantitative					
		Global Awareness					
		Teamwork					
		Information					

\*If “Closing of the Loop” shows action taken was not effective, indicate “no”, and list what new action is to be taken

Several assessment reviews have been completed for previous phases. Completed review forms are included as a complete rolling-date set as Exhibit XXIII in the Appendix. Though the methods of assessment were not quite mature in early phases, important improvements were made to enhance student learning at the program level (in addition to those made to disciplinary knowledge within majors) during the time period 2008-2013 (shown in Exhibit XXIII). These improvements add to the record of ongoing continuous improvement in the business program.

### Phase V – Knowledge Assessment

Phase V of the assessment process is scheduled to begin in Fall, 2014, and will center on assessment of general business knowledge and knowledge specific to disciplines. Knowledge learning objectives are a subset of the Critical Thinking Learning Goal, but occupy a separate category on the assessment schedule. Currently, the MFT is used to assess general business knowledge, despite its shortcoming at direct mapping of exam items onto EWU’s student learning goals. Exhibit XXIV summarizes results from the MFT during the period it has been in use. The test was obtained for a short period of time in 2010 to determine if items correspond to what is taught in the business program at EWU, and there were many items that did not. The test had to be returned to the test agency after review of the items. The exam offers the possibility of benchmarking EWU’s student progress against other universities using the MFT, but it does little to aid understanding of where improvements might be made. With regards to discipline-specific knowledge, many assessments of majors were conducted during past phases of assessment, but

these need a thorough review, discussion, and revision to re-focus the assessments more collaboratively and effectively.

Phase V will engage faculty in a discussion of how general business and discipline-specific knowledge might be assessed. A close-to-end-of-program summative assessment (comprehensive exam) may be desirable as a means to assess general knowledge retention for further use in the capstone integrative course, but a collective set of formative assessments (embedded items) may also be needed for assessing some general and disciplinary-based learning objectives. It is likely that both are necessary. If an in-house exam or set of embedded exam items will be used, the basic purpose of knowledge assessment must be articulated, then specific learning objectives for the exams must be set in place in Fall, 2014. A consensus of faculty in each discipline must be reached on common terminology and problem sets to be used in the exam items. Many exam items are already in existence from previous phases of assessment, but they need further review, vetting, deletions, additions, and standardization. These items will be developed in Winter, 2015, and data collection will begin in Spring, 2015. Data collection will continue once a protocol for exam scheduling is developed. Review of data by task forces and/or faculty from each discipline will determine areas of opportunity for improvement.

#### **Phase VI – Indirect Assessment**

The last phase of assessment involves formalization of indirect assessment and inclusion of external constituents in key decision areas. Several such assessments are in place, but they need further review and updating. As direct student learning assessment is a higher priority at this time, indirect assessment is scheduled to begin later, in 2016-17. Indirect assessments may include such measures as employer surveys, alumni surveys, student surveys, and faculty surveys. As refinement of assessment activities continues, external constituents will be included in future discussions of key assessment requirements, such as learning goal refinement.

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## **MBA ASSURANCE OF LEARNING REVIEW**

### **Assurance of Learning for Masters of Business Administration Program**

MBA assessment unfolded a bit differently, but had some similar characteristics to assessment at the undergraduate level. Perhaps the biggest difference is that assessment of the MBA, which does not have majors, was a bit complicated by a stringent university requirement to conduct end-of-program oral exams. This requirement was loosened a bit during the 2008-12 time frame, but the university continues to require an end-of-program exam or experience of some kind. In the following sections, each phase of MBA direct assessment will be briefly explained and critiqued, but most of the details will be presented sequentially in the Appendix to avoid lengthy repetition of information explained in the undergraduate section.

#### **Phase I – Assessment by Oral Exam, MFT, and WriteExperience**

For student learning in the MBA program, three major types of direct assessment were completed during AYs 2007-2012. The methods are listed below:

- a. An end-of-program oral examination. At the beginning of the time period (AYs 2007-2010), students were required to present a structured portfolio of work completed in MBA courses. Later, this procedure was changed to be a presentation of a case study completed by students in a separate 2-credit course (AYs 2010-2012). The university required the oral presentation of written work to be reviewed by a committee of three faculty members, two from within the college where the degree is granted, and one from an outside college member. The role of the outside member was to guarantee fairness during the examination. When the transition was made to a 2-credit course, assessment included a summary assessment of written and oral communication skill.
- b. Completion of Educational Testing Service (ETS) Major Field Test (MFT) for MBAs. The purpose of this assessment was to broadly assess learning of a common body of knowledge.
- c. Completion of Cengage's WriteExperience examination, an artificial intelligence computer program, at a specific standard. Failure to meet the standard at several points in the program would require remediation until the standard was met (AY 2010-11). It was discontinued after a software revision left the program unable to adequately assess writing content. (EWU's Cengage WriteExperience tracking document is available upon request. Its publication is hindered by the fact that the document includes individual student names, as each student's performance was tracked individually).

Phase I documentation is detailed in the following exhibits in the Appendix:

Exhibit XXV – Student Learning Goals 2008-12

Exhibit XXVI – MBA Course Mapping for Assurance of Learning 2008-12

Exhibit XXVII – MBA Assessment Master Schedule 2008-12

Exhibit XXVIII – MBA Oral Exam Assessment Plans and Reports (Including Rubrics) 2008-12

Exhibit XXIX – MFT for MBA Test Results Summary 2005-12

Improvements taken to “close the loop” are shown in the rolling-date summary, Exhibit XLV – MBA “Closing of the Loop” Improvements and Actions Taken 2008-13, which includes improvements made in other phases of MBA Assessment.

A critique of Phase I assessment includes both positive points and negative points:

- a. Oral exams met the needs of both university requirements and assessment requirements.
- b. Oral exams offered the opportunity for assessment that included information depth and richness.
- c. Oral exams were very time-consuming for professors helping students prepare papers for the oral exam, as well as for examiners who reviewed the work. The examination protocol was complex as well. As a consequence, the frequency requirement for assessing each learning objective twice in a 5-year period was not met.
- d. As a summative exam experience, the oral exam created much complex re-scheduling for students who did not meet standards the first time.
- e. Statistical tracking for monitoring continuous improvement was difficult because each exam used a different rubric. Documentation was complex.
- f. Some of the assessment measures tended to be rather functionally- and course-oriented.

### **Phase II – Accelerated MBA Assessment By Mapped Learning Objectives**

As in the undergraduate business program, the MBA program next undertook an accelerated assessment program to “close the loop” on each learning objective twice between 2012 and the end of 2013. Phase II documentation is detailed in the following exhibits in the Appendix:

Exhibit XXX – Student Learning Objectives 20012-18

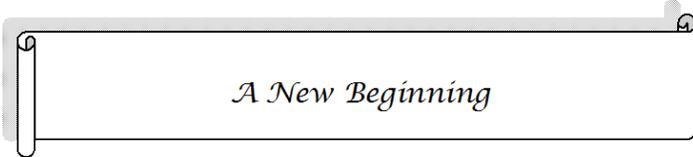
Exhibit XXXI – MBA Course Mapping for Assurance of Learning 2012-13

Exhibit XXXII – MBA Assessment Master Schedule 2012-13

Exhibit XXXIII – MBA Oral Exam Assessment Plans and Reports (Including Rubrics) 2012-13

Improvements taken to “close the loop” are shown in the rolling-date summary, Exhibit XLV – MBA “Closing of the Loop” Improvements and Actions Taken 2008-13, which includes improvements made in other phases of MBA Assessment.

The critique of Phase II Assessment is somewhat similar to Phase I’s critique, but it did begin the important process of coordinating learning objectives throughout the program courses. The downside of the process was its continuing complexity and functional/course orientation. Once again, two different courses assessing the same learning objective used different measures/rubrics. In at least one case, the assessment measure itself was deemed inadequate.



*A New Beginning*

## MBA ASSESSMENT PLAN 2013-18

### Phase III – Coordinated Program-Level Assessment of MBA Skills and Knowledge

The MBA Assessment process was revised after the October, 2013 workshop with Professor Karen Tarnoff, Ph. D., to more accurately align the process with program-level assessment. The process will be conducted using Canvas as the launching platform, with procedures similar to those described for the Undergraduate Business Program. Learning goals were refined and reviewed to ensure alignment with university and program missions:

#### MBA Program Fit with Mission and Student Population – 2013-18

The MBA program serves its students and fulfills its university's mission by the following:

1. Educating current business professionals, full-time students, and international students to enhance their opportunities for career change, promotion to higher levels of management, and positions of leadership.
2. Engaging students in a quality program of learning that is affordable and convenient for students from the local region as well as to students from around the world.
3. Providing practical experiences to students through class projects with local businesses, internships, and relevant case studies which relate their learning to the real world.

#### MBA Student Learning Goals and Objectives -- 2012-18

##### MBA students will:

Be able to use relevant theories, concepts, perspectives, and facts to analyze business and economic issues and solve related problems (**Critical Thinking**). MBA students will:

1. Know the foundational knowledge of the business disciplines.
2. Understand, and explain, apply, evaluate, and synthesize various theories, models, concepts, perspectives, and facts from the business disciplines for purposes of analyzing cases, responding to exam questions, creating investigatory reports, engaging in self-reflection, analyzing work experiences, evaluating simulation results, creating plans, completing projects, and/or responding to designed exercises.
3. Find, reference, appropriately use, and evaluate information for solving problems and analyzing issues, while using their own judgment and creativity where possible.
4. Use analytical processes for solving problems described in conditions of uncertainty.
5. Use information from various disciplines and apply it to evaluate businesses described in integrative case studies.

Be able to apply appropriate technical and quantitative skills related to business (**Quantitative/Technical**). MBA students will:

1. Know mathematical operations and demonstrate foundational knowledge of how to solve quantitative business problems.
2. Using a comprehensive case or designed exercise, be able to apply an analytic framework for solving quantitative problems and demonstrate reasoning through interpretation and evaluation of results.
3. Understand data, how to evaluate its usefulness, and how to use it.

4. Know how to use software, applications, calculators, and other tools to solve quantitative problems.

Demonstrate competency in both written and oral business communication skills (**Communications**). MBA students will:

1. Write professional papers and make appropriate choices about content, fluency, organization, structure, and conventions when writing.
2. Make professional oral presentations using appropriate content, graphics, elocution, style, and conventions.

Provide leadership and facilitate positive interpersonal business relationships (**Leadership/Interpersonal**). MBA students will

1. Know foundational organizational behavior concepts and theory.
2. Know and understand theories of leadership and organizational behavior and are able to apply them and evaluate their appropriateness for specific situations described in case studies, designed exercises, work experience reports, and/or simulated activities.
3. Practice leadership behaviors by facilitating group projects in the MBA program.
4. Demonstrate effective leadership and interpersonal skill by completing high quality projects.

Be able to incorporate ethical and global considerations into business activities (**Ethical/Global**). MBA students will:

1. Know foundational knowledge related to ethics, law, social responsibility, sustainability, and international business.
2. Know complex ethical frameworks and models/theories of international strategy and culture.
3. Using case studies, designed exercises, work experiences, or investigatory reports, use analytical processes to evaluate ethical behaviors and defend their choices for solving ethical dilemmas.
4. Using case studies, designed exercises, investigatory reports, and/or work experiences, use analytical processes by applying models and theories to evaluate international differences/conditions/situations, and solve problems.

As part of the new plan, an assessment schedule was developed and reviewed. The first three learning objectives to be assessed, beginning in Winter Quarter, 2014, correspond to Ethics, Leadership, and Oral Communication goals. Assessment of four additional learning objectives will begin in Fall, 2014: Critical Thinking, Quantitative/Technical Skill, Global Awareness, and Written Communication. Review and design of how to assess the common body of knowledge will begin in Fall, 2014, and will be designed to also meet the university requirement for an end-of-program exam or experience. The specific forms and documents in use for the MBA program are shown in the Appendix as follows:

Exhibit XXXIV – MBA Student Learning Goals and Objectives 2013-18

Exhibit XXXV – Course Mapping Matrix for MBA AOL Goals 2013-18

Exhibit XXXVI – MBA Program Master Schedule Overview 2013-18

Exhibit XXXVII -- MBA Business Program Master Schedule 2013-18

Exhibit XXXVIII – Faculty Data Collection Assignments

Exhibit XXXIX – Committee Results Review Assignments

Exhibit XL – Program-Level Rubrics

Exhibit XLI – Instructions for Completing Data Collection

3. Instructions

4. Syllabus Statement

Exhibit XLII – Scoring Sheet Summary Forms

- Exhibit XLIII – Aggregate Report Forms  
Exhibit XLIV – List of Individual Faculty Course Improvements  
Exhibit XLV – “Closing of the Loop” Improvements and Actions Taken 2008-13

## **CONCLUSION**

This report reviews various phases of assessment for EWU’s business programs conducted or planned for during the time period 2008 to 2018. A critique of the processes indicates that several changes to existing assessment procedures were necessary to meet the purpose of program-level assessment. The report includes EWU’s version of a plan for meeting a much more coordinated and collaborative process of program-level assessment. As with any plan, implementation will likely lead to further refinement, but the organization of the process has clearly been enhanced through better communication, documentation, and training. Revision of fine points, whether it involves additional word-smithing, enhancement of forms, or refinement of course assignments will be welcome as a way to continue building on maturation of the process. The training opportunity provided by Dr. Tarnoff was a clear turning point in knowing how to conduct a more collaborative and much better program-level assessment. As the ease of using pre-planned measures (rubrics) and forms is experienced, motivation of participation in assessment is expected to grow. Also, the collegial nature of collaborating on program improvements should enhance morale, as many professors and instructors enjoy engaging in professional discussions of how to improve student learning. With such experience, faculty will be encouraged to conduct their own course assessments to the extent they need and want, but to bear in mind the important purpose of cross-disciplinary program assessment. In the end, the university’s own directive to encourage innovation through faculty performance evaluation will align quite effectively with the purposes of student learning assessment. A much smoother process for conducting assessment is anticipated in the future with use of the described plan.

## **APPENDIX I**

### **Undergraduate Business Program Assessment**

#### **Phase I and Phase II Documentation – Fundamentals and Disciplinary Knowledge**

##### Exhibit I -- Assessment Foundation Documentation

CAC Policy on Assessment of Student Learning

One-Year Assessment Cycle

Assessment Plan and Report Template

Workshop Attendees

CBPA Assessment Coordinators

CAC Annual Report Summaries (08-09)

CAC Annual Report Summaries (09-10) (Includes Writing Improvement)

##### Exhibit II – Student Learning Goals and Mapping Matrix 2008-12

Student Learning Goals (2008-2012)

Course Mapping Matrix for AOL (2008-2012)

##### Exhibit III – Assessment Schedule (2008-12)

##### Exhibit IVa – Program-Level Assessment Reports (2008-12)

Assessment Report – Writing 2008-09

Assessment Report – Math 2008-09

Assessment Report – Business Core Knowledge 08-09 and Results

Assessment Report – Oral Communications (09-10)

Assessment Report – Global Awareness (10-11)

##### Exhibit IVb – Phase II Disciplinary Knowledge Assessments (2009-2012)

Assessment Reports – Accounting (2008-09, 2009-2010, and 2010-2011)

Assessment Reports – Business & Marketing Education (2008-2009, 2009-2010)

Assessment Reports – Finance (2008-2009, 2009-2010, 2010-2011, and 2011-2012)

Assessment Reports – Human Resources (2008-2009, 2009-2010, 2010-2011, 2011-2012)

Assessment Reports – MIS (2008-2009, 2009-2010, 2010-2011, 2011-2012)

Assessment Reports – Marketing (2008-2009, 2009-2010, 2010-2011, 2011-2012)

Assessment Reports – Operations Management (2008-2009, 2009-2010, 2010-2011)

Assessment Reports – Bellevue Mgmt (2008-2009, 2009-2010, 2010-2011, 2011-2012)

##### Exhibit V – Writing Initiatives Resulting from Assessment

##### Exhibit VI – Math Initiative Report

#### **Phase III Documentation – Accelerated Assessment**

##### Exhibit VII – Student Learning Goals and Course Mapping Matrix for AOL (2012-13)

Student Learning Objectives (2012-2013)

Course Mapping Matrix for AOL (2012-2013)

##### Exhibit VIII -- Assessment Schedule (2012-13)

##### Exhibit IX – Mechanics of Assessment

CBPA Assessment Process Mechanics

Assessment Reporting Form

Sample of Completed Assessment Reporting Form with Exam Items

Exhibit X – Results Summaries 2012-13

6. Ethics Goal Results Summaries 2012-13
7. Multiculturalism Goal Results Summaries 2012-13
8. Teamwork Goal Results Summaries 2012-13
9. Financial Statement Goal Results Summaries 2012-13
10. Data Analysis Goal Results Summaries 2012-13

Exhibit XI – “Closing of the Loop” Improvements Summary Form

#### **Phase IV Documentation – Coordinated Program-Level Assessment of Skills**

Exhibit XII -- Student Learning Goals 2013-18

Exhibit XIII – Course Mapping Matrix for AOL Goals 2013-18

Exhibit XIV – UG Business Program Master Schedule Overview 2013-18

Exhibit XV -- UG Business Program Master Schedule 2013-18

Exhibit XVI – Faculty Data Collection Assignments

Exhibit XVII – Committee Results Review Assignments

Exhibit XVIII – Program-Level Rubrics

- g. Critical Thinking
- h. Ethics
- i. Global Awareness
- j. Quantitative Reasoning I and II
- k. Teamwork
- l. Written Communication

Exhibit XIX – Instructions for Completing Data Collection

5. Instructions
6. Syllabus Statement

Exhibit XX – Scoring Sheet Summary Forms

- g. Critical Thinking
- h. Ethics
- i. Global Awareness
- j. Quantitative Reasoning
- k. Teamwork
- l. Written Communication

Exhibit XXI – Aggregate Report Forms

7. Critical Thinking
8. Ethics
9. Global Awareness
10. Quantitative Reasoning
11. Teamwork
12. Written Communication

Exhibit XXII – List of Individual Faculty Course Improvements

Exhibit XXIII – “Closing the Loop” Improvements List

Exhibit XXIV – MFT Results Summary

## **APPENDIX II**

### **MBA Assessment**

#### **Phase I – MBA Oral Exam and MFT Documentation**

- Exhibit XXV – Student Learning Goals 2008-12
- Exhibit XXVI – MBA Course Mapping for Assurance of Learning 2008-12
- Exhibit XXVII – MBA Assessment Master Schedule 2008-12
- Exhibit XXVIII – MBA Oral Exam Assessment Plans and Reports (Including Rubrics) 2008-12
- Exhibit XXIX – MFT for MBA Test Results Summary 2005-12

#### **Phase II – MBA Accelerated Assessment**

- Exhibit XXX – Student Learning Goals 20012-18
- Exhibit XXXI – MBA Course Mapping for Assurance of Learning 2012-13
- Exhibit XXXII – MBA Assessment Master Schedule 2012-13
- Exhibit XXXIIIa-j – MBA Oral Exam Assessment Plans and Reports (Including Rubrics) 2012-13

#### **Phase III – Coordinated Program-Level Assessment of Skills**

- Exhibit XXXIV – MBA Student Learning Objectives 2013-18
- Exhibit XXXV – Course Mapping Matrix for MBA AOL Goals 2013-18
- Exhibit XXXVI – MBA Program Master Schedule Overview 2013-18
- Exhibit XXXVII -- MBA Business Program Master Schedule 2013-18
- Exhibit XXXVIII – Faculty Data Collection Assignments
- Exhibit XXXIX – Committee Results Review Assignments
- Exhibit XL – Program-Level Rubrics
  - h. Critical Thinking I and II
  - i. Ethics
  - j. Global Awareness
  - k. Leadership
  - l. Oral Communication
  - m. Quantitative/Technical Skills
  - n. Written Communication
- Exhibit XLI – Instructions for Completing Data Collection
  - c. Instructions
  - d. Syllabus Statement
- Exhibit XLII – Scoring Sheet Summary Forms
  - 8. Critical Thinking I and II
  - 9. Ethics
  - 10. Global Awareness
  - 11. Leadership
  - 12. Oral Communication
  - 13. Quantitative/Technical Skills
  - 14. Written Communication

Exhibit XLIII – Aggregate Report Forms

8. Critical Thinking I and II
9. Ethics
10. Global Awareness
11. Leadership
12. Oral Communication
13. Quantitative/Technical Skills
14. Written Communication

Exhibit XLIV – List of Individual Faculty Course Improvements

Exhibit XLV – “Closing of the Loop” Improvements and Actions Taken 2008-13

**PHASES I AND II DOCUMENTS**

**ASSESSMENT OF FUNDAMENTALS**

**AND**

**ASSESSMENT OF DISCIPLINARY KNOWLEDGE**

**Exhibit I**

**Assessment Foundation Documents**

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## CBPA College Assessment Committee (CAC) Policy Statement on Student Learning Assessment

The following is a set of principles and associated guidelines for the assessment of student learning in the College of Business & Public Administration. *Student learning assessment* is one of the many indicators of an academic program's effectiveness and should not be confused with *program assessment*.

1. The CBPA requires that all approved programs of study offered by the college develop approximately four to seven student learning objectives, which shall be included in department plans. Approved programs of study include degreed programs, majors, minors, certificates, and the business core. These learning objectives and their subsequent assessment activities shall comply with the assessment mandates of the NWCCU (Northwest Commission on Colleges and Universities), from our several program accrediting agencies within the college, and from EWU. An assessment coordinator, designated from each program of study, is responsible for facilitating each year the filing of an assessment plan with the Dean of the CBPA and the College Assessment Committee (CAC) that describes expected student learning outcomes and the methods used to evaluate those outcomes. Assessment Coordinators shall also facilitate filing an annual assessment report that will be reviewed by the CAC and submitted to the CBPA Dean. 
2. Assessment of student learning in all approved programs of study can be a beneficial tool for facilitating dialogue about the curriculum and encouraging continuous learning throughout the college. Assessment refers to the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. Student learning assessment is *not* a review of faculty performance. Student learning assessment provides feedback to an academic unit on the performance and integration of its curriculum, thereby allowing informed decisions regarding continuous improvement. Assessment is, therefore, an integral part of the commitment of the CBPA to sustain and enhance academic quality and the student education experience.
3. The CAC supports the idea that faculty are best suited to determine how to assess student learning objectives and how to use assessment results for program improvement. Therefore, the CAC further supports the idea that faculty in the approved programs of study are responsible for the design and assessment of their learning objectives. This includes non-departmentally based programs of study such as the MBA, undergraduate business core, and certificate programs. The CAC, the CBPA Dean, and the appropriate EWU Office of Assessment work to facilitate Student Learning Assessment by providing information, guidelines, and financial resources to conduct effective assessment and by coordinating assessment at the program, college, and institutional levels.
4. The CAC expects that faculty will develop and implement student learning assessment in their defined areas of study. The following concepts form the basis for providing feedback to programs of study regarding assessment methods and uses of results.

Updated August 3, 2010

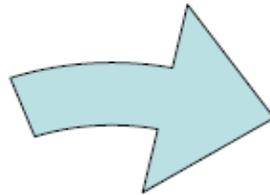
- a. Student Learning Assessment is based on a process in which faculty have identified the desired student outcomes that are consistent with the goals and objectives of the academic program. Assessment focuses on evaluating student achievement of these expected learning outcomes. Assessment results must not be used for appointment, promotion, or tenure evaluations or annual appraisals of faculty or staff.
- b. Student Learning Assessment seeks to help faculty understand and improve student learning by asking key questions such as “What should graduates of this program know or be able to do?” and “Have the graduates of our program acquired this learning?” and “How can student learning, or our curriculum, be improved?”
- c. Student Learning Assessment should provide feedback to the academic unit and contribute to program development. Assessment should be viewed as more than collecting data for program evaluation; it should be viewed as integral to ongoing self-evaluation, development, and improvement of the program.
- d. Student Learning Assessment must include a variety of measures that are suited to evaluating the unique learning objectives in the unit.
- e. Assessment optimally includes direct and indirect measures of student learning. Direct measures include a capstone experience, senior project, portfolio assessment, standardized tests, certification and licensure exams, locally developed exams, exams blind scored by multiple scorers, juried review of student performances and projects, or external evaluation of student performance in internships. For graduate programs, direct measures also include faculty review of theses and research reports. Indirect measures include data from student surveys, alumni surveys, exit interviews, retention and transfer rates, length of time to degree, graduation rates, job placement, or program acceptance. Varying assessment measures can be used over time.
- f. Student Learning Assessment will be systematic and ongoing. All goals and objectives must be assessed within a five-year period, but not all must be evaluated each year. The timetable for implementing assessment measures will be appropriate for the curriculum, resources of the program, and timelines established by the CAC.
- g. Each approved program of study will periodically review and evaluate the student learning objectives and determine how these objectives contribute to program development. Learning objectives may change over time as different concerns emerge regarding the curriculum or student learning.
- h. Annual assessment reports will summarize assessment activities and outcomes and should result in program changes to comply with requirements of the various accrediting agencies. The reports are to be shared with all faculty in the program of study and approved by the Dean of the College and the CAC. All reports will be on file in the Dean’s office.

## New One-Year Assessment Cycle

Fall	Winter	Spring
1. Submit plan for the current year (by 2 <sup>nd</sup> Friday) 2. Conduct assessment research	Conduct assessment research	1. Complete assessment research 2. Report findings (6 <sup>th</sup> Friday) 3. Attend annual assessment meeting (8 <sup>th</sup> Friday)

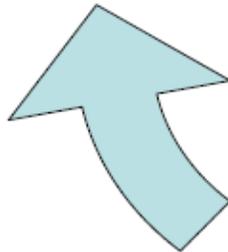
**Fall Quarter**

- (1) Submit assessment **plans** for current academic year no later than 2<sup>nd</sup> Friday.
- (2) Conduct assessment **research**.



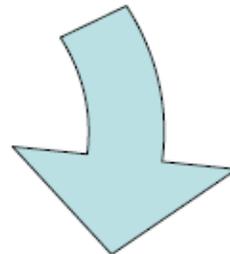
**Fall, Winter Spring**  
 Conduct assessment **research**

### CBPA Assessment Cycle



**Spring Quarter**

- (1) Submit assessment **report** for current year no later than 6<sup>th</sup> Friday.
- (2) Attend **annual assessment meeting** 8<sup>th</sup> Friday to (a) discuss processes and outcomes from current years' assessment and (2) discuss goals for coming year.



Revised April 12, 2010  
 College Assessment Committee

**Assessment Plan and Report Template**  
Academic Year 2010-2011

Department/Program of Study: \_\_\_\_\_

Submitted by: \_\_\_\_\_

Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2010	
Conduct process	2010-11 academic year	
Submit findings	6th Friday Spring 2011	

**Assessment Plan**

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard

**Definitions/Instructions:**

- A. Learning Outcome Goal: One, or part of one, of a program’s adopted learning outcome goals as published in catalog or other program.
- B. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
- C. Strategy/Method of Measurement: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
- D. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of “x.”
- E. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
- F. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

(continued)

## Assessment Report

7 Observations from Summary Data	8 Conclusions about Student Learning	9 Actions Recommended Based on Observations	10 Plan and Timetable for Taking Action	11 Overall Reflection on Assessment

### Definitions/Instructions:

- G. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
- H. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
- I. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
- J. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
- K. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?

2010 Annual Assessment Coordinators Workshop  
Attendance

A few assessment coordinators are sending a representative.

<u>Assessment Programs</u>	<u>Assessment Coordinators</u>	<u>Attending May 21</u>
URP (under and grad)	Fred Hurand	Fred Hurand
MPA	Larry Luton	Rosanne London
ACCT	Bill McGonigle	Duanning Zhou
MISC	Steve Shervais	Steve Shervais
BME	Pam Weigand	David Lange
MKTG	Vince Pascal	Vince Pascal
FINC	David Eagle	David Eagle
Business Economics	David Eagle	“ ”
OPSM	Patricia Nemetz-Mills	Pat Nemetz-Mills
General Business	Patricia Nemetz-Mills	“ ”
General Business (Bellevue)	Tam Limpaphayom	Tam Limpaphayom
HUMR	David Terpstra	David Terpstra
Undergraduate Business	Damon Aiken	-----
MBA	Dean Kieffer	Dean Kieffer
HSAD (under and grad)	Marty Johnston	Marty Johnston
CBPA Dean	Rex Fuller	Rex Fuller
CBPA Associate Dean	Niel Zimmerman	Niel Zimmerman
AIS Chair	Beth Murff	Beth Murff
MGMT Chair	Harm-Jan Steenhuis	-----
<b>Additional Faculty:</b>		
URP		Bill Kelley
MISC		Chin Kuo
MISC		Vance Cooney
ACCT		Dave Gorton
General Business Bellevue		Goitom Tsegay
MGMT		Sandra Christensen
MGMT		Bruce Teague
MBA		Roberta Brooke
HUMR		Wendy Eager
HSAD		Mary Ann Keogh Hoss
	TOTAL	25
	Total in Bellevue	2
	Total for Team Activity	20
	Total # of facilitators/rovers	3

**Assessment Coordinators CBPA 2008-2009 and 2009-2010**

1. Urban and Regional Planning: Fred Hurand
2. MPA Larry Luton
3. ACCT: Bill McGonigle
4. MISC: Steve Shervais
5. BUED: Pam Weigand
6. MKTG: Vince Pascal
7. FINC: David Eagle
8. Business Economics: David Eagle
9. OPSM: Patricia Nemetz-Mills
10. General Business: Patricia Nemetz-Mills
11. General Business: (Bellevue) Tam Limpaphayom
12. HUMR: David Terpstra
13. Undergraduate Business: Brian Grinder
14. MBA Dean Kieffer
15. HSAD Mary Ann Keogh Hoss

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Fred Hurand	Yes
Larry Luton	Yes
Bill McGonigle	Yes
Steve Shervais	Yes
Pam Weigand	Yes
Vince Pascal	Yes
David Eagle	Yes
Patricia Nemetz-Mills	Yes
Tam Limpaphayom	
David Terpstra	Yes
Brian Grinder	
Dean Kieffer	Yes
Mary Ann Keogh Hoss	Yes

## 08-09 Assessment Report Summaries of Student Learning Outcomes

### **Accounting Program**

LOG: Generate, interpret, and communicate financial information for use in decision making.

The minimum expectation standard for the learning goal as stated was met. However, this result was anomalous relative to employer comments and historical faculty experiences. Further investigation revealed that the assessment method process was inadequate and thus the process is undergoing revision. Written communication skills will be re-evaluated using this modified process.

### **Business Education Program**

LOG: The business education teacher demonstrates workplace competencies in technical communications.

Due to the extremely small sample size (n=4), the results of this assessment are inconclusive. They did suggest that the assessed areas require further attention. The results were also indicative of future directions for assessment, including a need for revision of the rubric used.

### **Business Undergraduate Core**

LOG: Student writing communicates effectively

The learning outcome goal that was assessed was **written** communication. The findings were that students barely met the content and organization standard and need improvement in all other areas (word choice, fluency, and conventions). Recommendations include a discussion with the English department about the ENGL201 content, and to hold a CBPA workshop for faculty who teaching classes with a writing component to address what can be done to improve student writing.

### **Business Undergraduate Core**

LOG: Use information for quantitative problem solving

The learning outcome goal that was assessed was **quantitative** problem solving. The findings were that the average score of students did not meet the learning goal/standard. A recommendation was made that students' mathematical skills prior to their enrollment in the CBPA needs to be enhanced. One way to accomplish this is by requiring the successful completion of a business calculus course prior to acceptance into the business school.

### **Finance Program**

LOG: Graduates will be able to conduct long-term financial analysis in real-world domestic and international applications.

Assessment in the 2008-2009 academic year indicated that students met the assessment objectives on several but not all topics. Based on this, the course was slightly revised. Assessment in the 2009-2010 academic year indicated that students were now doing better on those topics that had received increased attention but were now performing weaker in other areas compared to 2008-2009. Nevertheless, overall results improved. One reason for this might be a different schedule (twice a week in 2009-2010 versus once a week 2008-2009). Also, there appear to be trade-offs and the faculty continue to work on rubrics.

### **General Business Option**

LOG: Know the vocabulary of the business disciplines.

The assessment dealt with students' knowledge of business vocabulary. The standard was not met. The results were mixed by discipline. Problems appear to stem from two issues: lack of agreed upon

standardize material among faculty, and lack of exam-item specificity (MFAT). One conclusion is that finding the right balance among academic freedom, state-of-the-art changes in knowledge content, avoiding “teaching to the test,” and some agreement on what common knowledge is expected of graduates is the challenge to be met.

### **General Business Option (Bellevue)**

LOG: Know the vocabulary of the business disciplines.

The assessment dealt with students’ knowledge of business vocabulary. The standard was not met. The results were mixed by discipline. Also, further analysis revealed that the test questions (MFAT) may be textbook specific or may not be covered consistently in all classes. Secondly, some test items may be from elective classes. The assessment revealed difficulties with assessing this option because students have little commonality in the courses they take.

### **HSAD Graduate Certificate**

LOG: Students demonstrate oral and written communication skills.

Students achieved a satisfactory outcome. There is an error between the expectation standard and the reported data. If the expectation was an average score of 3.5 or higher and all of the reported data indicated students score above 4.0 why did the conclusions report only 94%.

### **HSAD BA**

LOG: Graduate certificate students demonstrate oral and written communication skills.

The outcomes were mixed. Some classes did well, others did not. The sample sizes were rather small.

### **Human Resources Option**

LOG: Students should possess the knowledge and skills needed to effectively manage the compensation function.

The assessment showed that students exceeded the expectation standard for both of the “performance characteristics.” Based on this finding no major changes or actions are recommended although it is noted that HUMR instructors should continue to ‘stay on top’ of recent research in the relevant areas.

### **Management Information Systems Program**

LOG: Graduates demonstrate appropriate levels of MIS technical skills in database

The minimum expectation standard as stated was met. However, further examination of the data revealed differences in teaching approaches that were affecting the scoring. Coordination among instructors teaching the skills being assessed was recommended. An evaluation of the assessment process for refinement is also underway.

### **Marketing**

LOG: Collect, analyze, interpret and report market data.

There were three expectation standards, one with regard to data collection through interviews, one with regard to a short answer test question (how is this a learning goal?), and one with regard to data analysis and interpretation and reporting. The assessment revealed that students excelled in the qualitative assignment and the test question regarding qualitative techniques. However, students did not meet the standard for the data analysis assignment. Notably, they have trouble interpreting and reporting statistical findings. To remedy this situation recommendations include more and earlier emphasis on data analysis.

### **MBA program**

LOG: Develop and demonstrate leadership abilities including an understanding of the importance of diversity, and interpersonal relationships in an organization.

Assessment results showed that the expectation standard was met. However, the committee noted that the learning objective is very broad and difficult to measure. Further thought is needed to develop a better measure.

### **MPA**

LOG: Develop professionally through reflective analysis of employment, public service, and/or educational experiences.

Although the assessment seem to provide useful information to the program, it was difficult for the assessment committee to recognize the relationships between the objective, the expectation standards and the outcomes.

### **Planning Masters**

LOG: The student will practice planning in a variety of venues in ways consistent with the ethical norms for planning

The minimum expectation standard was not met. More classes were to receive the assessment but evaluation of those classes was not possible. These were first year graduate students. Evaluation during their second year would have been helpful for assessing progress.

### **Planning BA**

LOG: Students will communicate effectively in writing, through public speaking, and by expressing concepts in visual terms.

The outcomes were inconclusive. Only one class was used in the assessment and the original rubric was discarded for a more appropriate one. The scoring of the assessment did not match the expectation standard. Also, students were permitted to revise their writing before the assessment.

### **Operations Management Option**

LOG: Apply operations management concepts to solve operations management problems such as related to planning, scheduling the supply chain, and quality management

In this instance a longitudinal approach to assessment was taken. Three cases were used to determine whether students met the expectation standard. During the first assessment the standard was not met. During the second assessment the standard was met and the last assessment showed continued improvement compared to the second assessment. Class size and the type of students that take this option may have an influence on performance levels.

### **OVERALL**

All assessments within the AIS department indicated that, while progress has been made, work is still required to attain an assessment process that meets our needs.

### CAC Annual Report: 2009-1010

For the EWU academic year 2009-2010, the College Assessment Committee (CAC) met every other week from September 2009 through June 2010 and was comprised of the CBPA Dean; Associate Dean; the three department chairs from AIS, Management, and Urban and Regional Planning; and a faculty champion. The faculty champion chaired the committee and wrote the minutes. The Associate Dean acted as co-chair.

Dean	Rex Fuller
Associate Dean	Niel Zimmerman
AIS Dept. Chair	Elizabeth Murff
Mgmt. Dept. Chair	Harm-Jan Steenhuis
URP Dept. Chair	Fred Hurand
Faculty champion	Pam Weigand

The committee's goals for the year were as follows:

- Goal 1:** Provide all CBPA approved programs of study with information, deadlines, support, and expertise to submit annual assessment plans, conduct student-learning assessment, and submit outcomes reports.
- Goal 2:** Conduct at least one Assessment Coordinators' meeting to share student-learning outcomes, discuss issues, and report subsequent program changes.
- Goal 3:** Conduct and/or coordinate college-wide assessment activities and report findings to the college.
- Goal 4:** Submit a written report of yearly assessment efforts to the College dean and faculty.

#### Program Area Assessment Plans/Reports (majors, minors, masters)

After the CAC reviewed initial assessment plans, two CAC members met with individual faculty to provide information and tools to complete accurate assessment plans and reports. The faculty were those who actually submitted the plans and whose plans could use suggestions for improvement. As a result, 100% of the approved program areas (majors, minors, masters, and core) submitted assessment plans.

Faculty were encouraged to create rubrics to improve student understanding of assignment requirements, define and specify outcomes, and enhance assessment efforts. The CAC provided a workshop on rubric development, and many assessment plans included quality assignment/assessment rubrics.

The CAC reviewed assessment reports from 100% of the approved programs of study and developed a summary: "Summary of 2008-2009 Assessment Reports" placed in Sedona.

#### Assessment Coordinators

The Dean appointed an assessment coordinator from each of the approved program areas of study. The purpose of an assessment coordinator for each program area is to provide program faculty with information and assessment training, facilitate assessment activities, and serve as a link between program area faculty and the College Assessment Committee.

#### 2009-2010 CBPA Assessment Coordinators

1. Urban and Regional Planning: Fred Hurand
2. MPA: Larry Luton

3. ACCT:	Bill McGonigle
4. MISC:	Steve Shervais
5. BME:	Pam Weigand
6. MKTG:	Vince Pascal
7. FINC:	David Eagle
8. Business Economics:	David Eagle
9. OPSM:	Patricia Nemetz-Mills
10. General Business:	Patricia Nemetz-Mills
11. General Business: (Bellevue)	Tam Limpaphayom
12. HUMR:	David Terpstra
13. Undergraduate Business:	Brian Grinder
14. MBA	Dean Kieffer
15. HSAD	Marty Johnston

The CAC developed a Blackboard site titled *CBPA Assessment Coordinators*. Assessment coordinators are enrolled in the site as 'instructors' on the site, enabling them to add and use documents. The site houses the following documents for both faculty and students:

1. Annual Assessment Workshop handouts, agendas, and attendance (Fall 09 Faculty Retreat and Spring 2010 Annual Workshop)
2. List of Assessment Coordinators by Year
3. Assessment Policy and updated Cycle
4. Assessment Plan/Report form
5. Syllabi content template and sample syllabus showing student learning objectives

#### College-Wide Assessment Activities

The CAC spent the entire year planning for and developing an alumni survey to be distributed Fall 2010. The survey includes questions in the following areas:

1. Program degree and year for both graduate and undergraduate studies
2. Satisfaction with aspects of EWU (recent graduates only)
3. Finding first job after graduation (recent graduates only)
4. Employment history
5. Current employment (if employed)
6. Current unemployment (if unemployed)
7. Education plans
8. Basic Demographics
9. Reasons why the respondent would or would not recommend EWU

#### CBPA Assessment Outcomes

The CBPA Business Core assessed student writing in two of the last business core courses. Results indicated that students' writing falls below expectations for all writing rubric criteria. To close the loop on assessing this goal, the CAC and the Business Core chair developed a College-wide Writing Initiative. Included in this initiative are the following requirements and developments:

1. College-wide writing initiative policy on helping students become responsible for improving their writing
2. Implementation plan for a three-year phase-in
3. Expectations for faculty's role in helping students
4. Blackboard site: *CBPA Writing* that includes the following documents for faculty, staff, and students. Faculty are expected to refer students to this site:
  - a. CBPA Writing Philosophy and Expectations including the required text *HOW 12*
  - b. Tools for Writing Improvement including documents on how to use the *HOW*, setting software defaults to improve writing, a model for improving writing planning, and a list of the most common business writing errors.

- c. Writing Improvement EWU Resources including a link to the Writer's Center and information about the Business Communication course.
  - d. Articles and links on writing improvement including grammar and punctuation exercises and drills.
  - e. A file for faculty that includes (1) faculty workshops on writing improvement and all handouts, agendas, and attendance for these workshops and (2) a syllabus template that includes entries showing the required HOW text, writing expectations, and reference to the Blackboard site.
  - f. Sample rubrics from various sources on writing, speaking, portfolio evaluation, critical thinking, problem solving, etc.
5. Announcement and introduction of the Writing Initiative at Fall 2009 Faculty Retreat
  6. Fall and Winter Quarter Faculty workshops. The first was a review and explanation of the Blackboard site and its contents, available for faculty and students. The second was a hands-on workshop on developing effective rubrics to improve student writing.
  6. Syllabi review Fall, Winter, and Spring quarters to determine how much and the types of writing required across the college, how many syllabi include the "writing expectation" paragraph, and the number of syllabi containing the required HOW text and reference to the CBPA Blackboard site on writing improvement for students.
  7. End-of-first-year Faculty Survey to determine (a) the types of individual writing assignments faculty require in each course; (b) whether faculty are requiring HOW; (c) whether faculty are including writing expectations and a reference to the writing Blackboard site in their course syllabi; (d) what faculty believe to be students' most common writing problems; and (e) what actions faculty will take next year (from a list of options) to help students improve their writing. Only 26 of 46 faculty completed the survey, but results indicate a wide variety of writing assignments and support for helping students improve their writing. Results of this survey will be presented at the 2010 Fall Faculty Retreat.

#### Program Assessment

In addition to student learning, the CAC focused on ways to conduct program assessment. The major project in this area, in addition to the general alumni survey, was the development of a draft set of Dashboard Indicators. These are quantitative indicators of status or progress in relation to College goals. The selected indicators are preliminary and were selected to provide initial feedback and understanding of the use of indicators as a method of communicating the health and direction of the college and individual programs.

Summary of Dashboard Indicators (Preliminary Draft)

- A. Measure of program need
  - a. Trends in enrollment – academic year FTES by course prefix
- B. Measures of program quality
  - a. Distribution of faculty by faculty contract type (tenure or tenure-track, lecturer, adjunct)
    - i. Distribution of faculty by faculty contract type by assigned teaching area
    - ii. Production of FTES by faculty contract type by assigned teaching areas
  - b. Faculty currency and contributions to disciplines
    - i. Intellectual contributions by department
  - c. Student performance on nationally normed tests
    - i. MFT Testing Program - Business Undergraduates by Major (grouped by department - Spring Quarter test)
- C. Measures of integration with the community
  - a. Students enrolled in courses with service learning

#### Course/Instructor Evaluation

The university is working on a common evaluation form that all colleges will be required to use. Until then, the CBPA continues to use the IDEA form.

## Exhibit II

### Undergraduate Business Program Student Learning Goals

2008-12

1. Can communicate effectively in both written communications and in oral presentations (Communications Goal)
2. Are literate with respect to information technology and can acquire, evaluate, and use both quantitative and qualitative information to solve problems (Information Goal)
3. Are informed about the values, beliefs, and/or cultures of other cultures (Diversity Goal)
4. 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 (Critical Thinking Goal)\*

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\*The body of business knowledge includes an understanding of:

Ethical and legal responsibilities in organizations and societies (Business and Society)

Financial theories, analysis, reporting, and markets (Finance and Accounting)

Creating 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 (Statistics)

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)

Domestic and global economic environments of organizations (Economics)

## Exhibit II (Con't)

### Course Mapping Matrix for AOL

2008-12

	AIS			MGMT				Non-Business Courses			University Requirements										
	ACCT 251	ACCT 252	ACCT 261	DSCI 245	DSCI 346	MISC 311	MGMT 423	MGMT 490	MGMT 326	OPSM 330	MKTG 310	FINC 335	ECON 200		ECON 201	ENGL 201	MATH 200	CPLA 101	CPLA 102	INTERNAL DIVERSITY	
<b>Undergraduate Business Core Classes</b>																					
<b>Student Learning Outcomes</b>																					
Communication skills																					
	written	x		x	x	x		W													X = content taught
	oral			x	x	x		W													E = evaluated but not taught
Information objective																					
Information technology literacy																					
	Can acquire and evaluate information from appropriate sources such as a library, internet, etc.	x		x	x																A = assumes knowledge
	Use information for qualitative problem solving		x			x															
	Use information for quantitative problem solving	x	x		x	x															
Diversity Objective																					
Critical thinking objective (Integration with discipline knowledge areas)																					
	ethics					x	X			x											
	finance	x				x	A			x		x									
	operations												x								
	organization theory/behavior						A			x											
	statistics				x	x															
	information technology						x														
	economics						x	A						x	x						
	legal						x	X		x											
	accounting	x	x																		
	marketing						x	A													
	International Management							X													

**Exhibit III**  
**Undergraduate Business Program**  
**Assessment Master Schedule**  
**2008-12**

UG Business Program Assessment Master Schedule																												
PHASE I and II 2008-2012																												
PHASE I FUNDAMENTALS	2008-2009				2009-2010				2010-2011				2011-2012				2012-2013											
	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su				
Learning Objective	2008 Step 1	Step 2	Step 3		2009 Step 1	Step 2	Step 3		2010 Step 1	Step 2	Step 3		2011 Step 1	Step 2	Step 3		2011 Step 1	Step 2	Step 3									
Written Communication	Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's																					Re-Measure					
Quantitative	Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's													Implement Course Pre-Req								Re-Measure					
Oral Comm					Dev Meas & Coll Pilot Data	Rev Ralts																						
Diversity (Global)									Dev Meas & Coll Pilot Data	Rev Ralts																		
Knowledge	Dev Meas & Coll Pilot Data	Rev Ralts																										
PHASE II MAJORS	2008-2009				2009-2010				2010-2011				2011-2012				2012-2013				2012-2013							
	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su	F	W	Sp	Su				
Learning Objectives	2008 Step 1	Step 2	Step 3		2009 Step 1	Step 2	Step 3		2010 Step 1	Step 2	Step 3		2011 Step 1	Step 2	Step 3		2011 Step 1	Step 2	Step 3		2012 Step 1	Step 2	Step 3		2012 Step 1	Step 2	Step 3	
Vary By Major	Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's	Re-Measure		Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's	Re-Measure		Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's	Re-Measure		Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's	Re-Measure		Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's	Re-Measure		Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's	Re-Measure					
MFT	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				

End of Phase I -- Student Learning Objectives Revised Fall, 2012

**Exhibit IVa**

**Program-Level Assessment Reports**

**2008-12**

## Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: Undergraduate Business Core

Submitted by: Under Graduate Business Program Committee

Action	Due Date	CAC Approval
Submit initial Assessment Plan (below)	4th Friday Spring Qtr 2008	<b>11/04/08</b>
Conduct process	2008-09 academic year	
Submit findings in Assessment Report (below)	4th Friday Fall 2009	<b>11/04/08</b>

### Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Student writing communicates effectively	A rubric was developed to measure content and organization, word choice, fluency and conventions with the expectation that students would at least perform adequately in each of these areas.	Writing samples without grades or comments from instructors were collected from MGMT326 and MGMT423. The committee then read each writing sample and used the rubric to score it.	<p><b>Content and Organization:</b> Logical flow, accurate and concise details, clear and focused paragraphs.</p> <p><b>Word Choice:</b> Interesting and natural, properly addresses audience, free of trite words and unnecessary phrases, precise and brief.</p> <p><b>Fluency:</b> Sentences enhance meaning, and vary in length and structure. Sound paragraphs have thoughtful transitions, and reinforce organizational structure.</p> <p><b>Conventions:</b> Correct spelling, accurate punctuation, grammar and usage, parallel sentence construction, avoidance of passive voice.</p>	<p>A. Poor</p> <p>B. Needs improvement</p> <p>C. Adequate</p> <p>D. Proficient</p> <p>E. Excellent</p>	Acceptable measure was 3 or higher

### Assessment Report

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
Students barely met the content and organization standard, and need improvement in all other areas.	Students have not accomplished this goal.	The committee recommends two courses of action. (1) That the college enters into discussions with the English department about the content of ENGL201, and decides to either ask for changes in that course or changes the English requirement for the course. (2) That the college hold a workshop for all faculty but especially for those who teach classes where the writing component is addressed. This workshop should address what we as faculty can do about student writing and how faculty can help students improve their writing skills.	<p>The committee chair has already met with the English department and has requested a syllabus for ENGL201.</p> <p>The workshop should be held in the Fall Quarter of 2008.</p>	<p>The goal is of utmost importance to the success of our students.</p> <p>The measurement methods used produced important information that gives us concrete evidence for something that many of us already suspected.</p>

## Writing Assessment Rubric

### Undergraduate Business Program Committee

Reviewer: \_\_\_\_\_

Case number: \_\_\_\_\_

		Needs			
<b><u>Content and Organization</u></b>	<u>Poor</u>	<u>Improvement</u>	<u>Adequate</u>	<u>Proficient</u>	<u>Excellent</u>
	1	2	3	4	5
Logical flow					
Accurate and concise details					
Clear and focused paragraphs					
Readers' questions anticipated and answered					
<b><u>Word Choice</u></b>	<u>Poor</u>	<u>Improvement</u>	<u>Adequate</u>	<u>Proficient</u>	<u>Excellent</u>
	1	2	3	4	5
Interesting and natural					
Properly addresses audience					
Free of trite words and unnecessary phrases					
Characterized by both precision and brevity					
<b><u>Fluency</u></b>	<u>Poor</u>	<u>Improvement</u>	<u>Adequate</u>	<u>Proficient</u>	<u>Excellent</u>
	1	2	3	4	5
Sentences enhance meaning					
Sentences vary in length and structure					
Paragraphs have thoughtful transitions					
Paragraphs are sound and reinforce organizational structure					
<b><u>Conventions</u></b>	<u>Poor</u>	<u>Improvement</u>	<u>Adequate</u>	<u>Proficient</u>	<u>Excellent</u>
	1	2	3	4	5
Correct spelling					
Accurate punctuation					
Grammar and usage are correct					
Sentences have parallel construction					
Sentences avoid overuse of passive voice					
<b>Total:</b>					

## Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: Undergraduate Business Core

Submitted by: Brian Grinder

Action	Due Date	CAC Approval
Submit initial plan	4th Friday Spring Qtr 2008	
Conduct process	2008-09 academic year	
Submit findings	4th Friday Fall 2009	

### Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Use information for quantitative problem solving	Students will possess math skills sufficient for solving the quantitative problems they'll encounter in the business core.	Use a quiz devised by Drs. Elizabeth Murff and Diane Dowd (see "Some Early Observations from an Assessment of Retained Mathematics Skills Among Business Statistics Students") to assess basic math skills of students who take FINC335 fall 2008.	The questions consist of formula problems and story problems. To be successful in the core, students need to be able to successfully solve both types of math problems.	93%-100%: excellent 71%-92%: exceeds standard 70% meets standard 60%-69%: review of basic math needed <60% unacceptable	Students, on average, will pass the quiz with a score of 70 percent or better.

### Assessment Report

7	8	9	10	11
Observations from Summary Data	Conclusions about Student Learning	Actions Recommended Based on Observations	Plan and Time-table for Taking Action	Overall Reflection on Assessment
The quiz was administered to 123 students who were given 30 minutes to complete it. Calculators were allowed, and all answers were submitted via clickers. Since clickers were used, problems 4, 6, 8, 9, 10, and 15 were converted to multiple choice questions.	The quiz measured "arithmetic and elementary algebra" skills that should have been mastered when students met the university mathematics proficiency requirement. (This is a prerequisite for FINC335.) Thus, it would be reasonable to expect that most students could pass the quiz with a score of 70 percent or better. However, the average score was only 55.5 percent. 63 students (51%) were not able to answer all of the questions. Of those 63 students, 21 answered 14 questions, 16 answered 13 questions, 11 answered 12 questions, 8 answered 11 questions, 4 answered 10 questions, and 3 answered fewer than 10 questions. The average score for those answering all 15 questions was 62 percent.  The table at the end of this report compares the results from the Fall 2008 assessment with Murff and Dowd's 2004 results. The FINC 335 class scored worse on questions 5, 11, and 12, but did better, as would be expected, on the multiple choice questions. The slightly better results for the 335 students in the non-multiple	Although Murff and Dowd, following Armstrong and Croft, suggest that adaptations need to be made to our courses to deal with math deficiencies, the committee believes that a better approach is to enhance our students' mathematical skills prior to their enrollment in the College of Business and Public Administration. One way to accomplish this is by requiring the successful completion of a business calculus course prior to acceptance into the business school.	The committee has initiated actions to change the math requirement to business calculus. This should be in place by Fall 2012	The differences in scores from the first assessment in the decision sciences course to the current assessment in FINC335 are not surprising. Although, it would have been nice to see a significant improvement in math skills from the sophomore year to the junior/ senior year.

choice questions could be because they were farther along in the program and had to use math in several business courses. Overall, there doesn't appear to be a significant difference in the results. Basic mathematical skills still appear to be lacking.

Scoring Ranges	Number of Students
93%-100%	4
71%-92%	29
70%	0*
60%-69%	27
<60%	66

\*Given the number of questions on the quiz it was impossible to achieve a score of exactly 70 percent.

**Instructions:** For each of the first eleven questions, solve for y

A.  $y = 1 + 2 \times 3$

B.  $y = -5 \times \frac{4}{6} - \frac{6+10}{3+1}$  Round your answer to two decimal places.

C.  $y = (3 \times 10^{-3})(4 \times 10^5)$

D.  $y = 3(-4m^2 + 7) - (5m^2 - 6)$

E.  $4y - (y - 2) = 7 - 2(3y - 4)$  Round your answer to two decimal places.

F.  $z = \frac{1}{2}(x + y)$

G.  $\frac{8}{y-2} - \frac{13}{2} = \frac{3}{2y-4}$

H.  $15 - \frac{2}{3}y > -5$

I.  $|2y - 5| < 7$

J.  $2\sqrt{y-8} = -3$

K. 
$$\begin{cases} 3x - 5y = 19 \\ 2x - 4y = 16 \end{cases}$$

- L. If you can travel 25 miles in 35 minutes, at what speed in miles per hour (correct to three decimal places) are you driving?
- M. If a recipe requires  $2\frac{1}{4}$  cups of flour to make 36 cookies, how much flour is needed to make 60 cookies?
- N. Sue bought a coat on sale at 15% off the regular price and paid \$71.40 for it. What was the regular price of the coat?
- O. Catherine works two part time jobs one pays \$7 per hour and the other pays \$10 per hour. Last week she worked a total of 32 hours and made a total of \$278. How many hours did she work at each job?

# Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: General Business Option -- Business Core

Submitted by: Patricia Nemetz Mills

Action	Due Date	CAC Approval
Submit initial plan	4th Friday Spring Qtr 2008	<b>11/04/08</b>
Conduct process	2008-09 academic year	
Submit findings	4th Friday Fall 2009	

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Know the vocabulary of the business disciplines.	This objective is a knowledge content objective. Students are expected to know business vocabulary related to the main business functions of marketing, accounting, finance, operations management, and human resource management.	Measurement will be by students answering vocabulary-related objective questions on the Major Field Test*  *The ability to use this method is unknown at this time. Item analysis is being requested this year. If the analysis allows use of the MFT data for this purpose, it will be used. If not, a separate test will be developed.	1=correct 0=incorrect	Scoring is based on percent correct	70% of students are expected to score 70% correct or better.

## Assessment Report

7	8	9	10	11
Observations from Summary Data	Conclusions about Student Learning	Actions Recommended Based on Observations	Plan of Action	Overall Reflection on Assessment
Students did not meet the standard. Below are the percent of students who completed the corresponding percentage of items correctly:  Percent >= 80% correct -- 0 % Percent >= 70% correct -- 3 Percent >= 60% correct -- 33 Percent >= 50% correct -- 60 Percent >= 40% correct -- 86 Percent >= 30% correct -- 96 Percent >= 20% correct -- 99 Percent >= 10% correct -- 99 Percent >= 0% correct -- 100	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. (Since this was a vocabulary test, some specificity is probably necessary).	"Standardized" material must be discussed among all faculty from each discipline with the "official authority" of the undergraduate program committee behind it. Exam items should be developed from the "agreed upon" "standardized" knowledge base. In addition, restructuring of the assessment program for the general business option should be re-aligned to fit with the learning objectives of the core program assessment to ease coordination and gain compliance, commitment, and cooperation of faculty for assessment purposes.	I have approached the UG Program Committee to meet with me in Spring Quarter, 2009 to discuss recommended actions.	The idea of "standardized knowledge" is fraught with controversy at the university level. Nevertheless, if we are to assess with precision, the issues must be discussed. Even textbooks, however, differ to a degree on terminology. Finding the right balance among academic freedom, state-of-the-art changes in knowledge content, avoiding "teaching to the test," and some agreement on what common knowledge is expected of graduates is the challenge to be met.

ACCT <b>89%</b>	15	Debt and obligations of a business are referred to as _____ A. assets. B. equities. C. liabilities. D. expenses.  Answer: C
ACCT <b>87%</b>	16	Net income will result during a time period when _____ 1. assets exceed liabilities. 2. assets exceed revenues. 3. expenses exceed revenues. 4. revenues exceed expenses.  Answer: D
BUED <b>72%</b>	5	Which of the following statements about paragraphs is <i>most</i> accurate? A. A paragraph is one or more sentences designated as a separate thought group. B. Paragraphs should be as long as possible to make your documents more concise. C. Well-constructed paragraphs can discuss more than one topic. D. The primary idea always appears first in a paragraph.  Answer: A
Bus Law <b>86%</b>	1	A corporation is what kind of "person"? A. A natural person. B. A derivative person. C. A quasi person. D. An artificial person.  Answer: D
FINC <b>19%</b>	2	In the United States, if Bank XYZ lent John Doe \$1000 at 12% interest, compounded monthly, the total interest John would owe Bank XYZ for the first month would be _____ A. \$10. B. \$12. C. \$120. D. \$1200.  Answer: A
FINC <b>24%</b>	4	Suppose stock X has a beta of 2.0 whereas stock Y has a beta of 0.5. This means that stock X has _____ times as much _____ risk as does stock Y. - 2, diversifiable - 2, undiversifiable - 4, diversifiable - 4, undiversifiable  Answer: D
HUMR	2	The process whereby representatives of management and workers negotiate over wages, hours, and other terms and conditions of employment is called _____

<b>88%</b>		<p>A. certification.  B. interest arbitration.  C. collective bargaining.  D. ratification.</p> <p>Answer: C</p>
HUMR <b>1%</b>	5	<p>Which of the following is NOT a human resource management function?  A. Staffing. <b>(MOST STUDENTS CHOSE THIS ANSWER)</b>  B. Training and development.  C. Budgeting and controlling.  D. Compensation.</p> <p>Answer: C</p>
MGMT <b>89%</b>	7	<p>_____ is the relatively stable set of psychological and behavioral attributes that distinguish one person from another.  A. Attribution  B. Personality  C. Motivation  D. Attitude</p> <p>Answer: B</p>
MGMT <b>98%</b>	12	<p>A SWOT analysis does <u>not</u> assess an organization's _____.  A. threats.  B. staff.  C. weaknesses.  D. opportunities.</p> <p>Answer: B</p>
MGMT <b>49%</b>	17	<p>Which of the following formally arranges jobs within an organization and allocates responsibility and authority while also coordinating how information will flow through our organization?  A. Centralized administration  B. Rationalization  C. Organizational structure  D. The executive committee  E. All of the above</p> <p>Answer: C</p>
MGMT <b>24%</b>	24	<p>The most severe form of bankruptcy is _____.  1. Chapter 7.  2. Chapter 11.  3. Chapter 13.  4. Prepackaged bankruptcy.</p> <p>Answer: A</p>

# Assessment Plan and Report

Academic Year 2009-2010

Department/Program of Study: Undergraduate Business Core

Submitted by: Damon Aiken

Action	Due Date	CAC Approval
Submit initial plan	4th Friday Spring Qtr 2009	
Conduct process	2009-2010 academic year	
Submit findings	4th Friday Fall 2010	

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
	Students will possess presentation skills that are sufficient for the variety of classes they will encounter in the business core.	Use a presentation rubric devised by Dr. Aiken, Dr. Weigand, and the UBPC. Use rubric in a convenience sample across a variety of business classes (and at least two quarters). The rubric was administered to 23 student-groups in four classes (MKT 481, OPSM 441, MGMT 471, and MGMT 423).	Ratings appear in six categories: 1. Verbal and Non-Verbal Communications (5pt scale) 2. Organization & Structure (5pt scale) 3. Analyses (10 pt) 4. Discussion & Conclusions (10 pt) 5. Recommendations (10 pt scale) 6. Overall Quality & Effectiveness (10 pt)	5 or 10 – Excellent 4 or 8 – Good 3 or 6 – Proficient 2 or 4 – Needs Improvement 1 or 2 – Poor  (rubric attached)	Students' mean score will be above 35 (in total) and above the "proficient" level in each rubric category.

## Assessment Report

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
Mean scores (by category, #4 above):  1. 4.05 2. 3.80 3. 7.89 4. 7.95 5. 7.50 6. 8.09  Overall mean 38.72	Means in each of the categories were above the proficient level. The lowest scores were on "Organization and Structure" and the development of sound/strategic "Recommendations."	Our observations: <ul style="list-style-type: none"><li>That students likely don't spend the time evaluating their presentation's structure and that they don't practice/rehearse</li><li>That while students are competent in their</li></ul>		

		analyses, they have trouble turning analyses into sound recommendat ions		
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## Assessment Plan and Report

Academic Year 2010-2011

Department/Program of Study: Undergraduate Business Core

Submitted by: Damon Aiken

Action	Due Date	CAC Approval
Submit initial plan		
Conduct process		
Submit findings		

### Assessment Plan

1 Learning Outcome Goal	2 Objective	3 Strategy/Method of Measurement	4 Performance Characteristics	5 Scoring Levels	6 Expectation Standard
	Students will possess knowledge of various international business issues sufficient for the variety of classes they will encounter in the business core.	A 20-question multiple-choice quiz will be created by the UBPC. A convenience sample will be drawn across the spring MGT 490 classes. The quiz was administered to 63 students from three classes.	Questions dealt with three main topics: international trade, monetary policies, and general international business.	18 - 20 – Excellent 15- 17 – Good 12 - 14 – Proficient 11 or less – Needs Improvement	Students' mean score will be in the proficient range.

### Assessment Report

7 Observations from Summary Data	8 Conclusions about Student Learning	9 Actions Recommended Based on Observations	10 Plan and Timetable for Taking Action	11 Overall Reflection on Assessment
Students' overall mean score was 12.61 (63%), with a standard deviation of 2.75.	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).	Recommended actions: Share the data and test questions with faculty (especially in econ and finance).	Dept. and/or college meetings (Winter quarter)	

## International Issues Assessment 2010-2011

Student: \_\_\_\_\_

1. Globalization refers to the process by which goods, services, capital, people, and ideas:
  - A. are onshored and offshored.
  - B. flow across national borders.
  - C. are integrated through IMF facilitation.
  - D. form joint ventures.
  - E. all of the above.
  
2. The \_\_\_\_\_, agreed upon in 1948, was designed to lower trade barriers.
  - A. World Bank
  - B. European Union
  - C. GATT
  - D. WTO
  - E. IMF
  
3. The main function of the \_\_\_\_\_ is to ensure that trade flows as smoothly, predictably, and freely as possible.
  - A. World Bank.
  - B. European Union.
  - C. GATT.
  - D. WTO.
  - E. IMF.
  
4. The World Bank's primary function is to:
  - A. maintain the international monetary system.
  - B. act as a forum for trade negotiations.
  - C. provide loans and technical assistance to developing countries.
  - D. review national trade policies.
  - E. assist developing countries with trade policy issues.
  
5. GDP is defined as:
  - A. the value of a country's export minus its imports.
  - B. Great Domestic Product.
  - C. the market value of goods and services produced in a country in a year.
  - D. national income minus national taxes.
  - E. the gross purchasing power of domestic goods and services plus international income.
  
6. When assessing international infrastructure conditions, one assesses the country's \_\_\_\_\_ capabilities.
  - A. transportation.
  - B. commerce.
  - C. distribution channels.
  - D. communications.
  - E. all of the above.
  
7. A tariff is a tax levied on a good \_\_\_\_\_ a country.
  - A. exported to.
  - B. implicit to.
  - C. produced by.
  - D. imported into.
  - E. sold by.

8. A \_\_\_\_\_ designates a maximum quantity that can be brought into a country during a specified period of time.
- A. tariff.
  - B. duty.
  - C. boycott.
  - D. quota.
  - E. quote.
9. In recent years, the decline in the value of the dollar has helped U.S. businesses:
- A. exporting to other countries.
  - B. importing from other countries.
  - C. through countertrade.
  - D. through quotas.
  - E. all of the above.
10. Critics of trading blocs argue the agreements:
- A. stimulate the economies by lowering trade barriers and stimulating higher levels of foreign investment.
  - B. stimulate the economies by raising trade barriers and stimulating lower levels of foreign investment.
  - C. offer too many cultural imperatives.
  - D. result in an unfair trading advantage among participants.
  - E. all of the above.
11. When entering a foreign market, the *least* risky strategy is:
- A. franchising.
  - B. exporting.
  - C. joint venture.
  - D. direct investment.
  - E. strategic alliance.
12. When firms pool their resources to enter a new market, they create a(n):
- A. franchise.
  - B. export promotion.
  - C. joint venture.
  - D. direct investment.
  - E. strategic alliance.
13. China, like other countries, usually requires entering firms to create \_\_\_\_\_ when expanding into their markets, limiting foreign firm's control of businesses in their country.
- A. franchises.
  - B. export promotions.
  - C. joint ventures.
  - D. direct investments.
  - E. strategic alliances.
14. \_\_\_\_\_ requires the highest level of investment and exposes the firm to significant risks.
- A. Franchise.
  - B. Exporting.
  - C. Joint venture.
  - D. Direct investment.
  - E. Strategic alliance.
15. Managers of U.S.-made products are often accused of \_\_\_\_\_, the belief that one's own culture is superior to that of other nations.
- A. consumer-based sovereignty.
  - B. strategic supremacy.
  - C. cultural imperialism.
  - D. offshoring dominance.
  - E. gross national negligence.

16. When entering a foreign market, the *most* risky strategy is:
- A. franchising.
  - B. exporting.
  - C. joint venture.
  - D. direct investment.
  - E. strategic alliance.
17. Offshoring originally focused on relocating manufacturing to:
- A. only islands offshore in the Caribbean.
  - B. only trade surplus nations.
  - C. NAFTA and then GATT countries.
  - D. World Bank Group developed countries.
  - E. lower cost producing countries.
18. The \_\_\_\_\_ represents the only international organization that deals with the global rules of trade among nations.
- A. World Bank
  - B. European Union
  - C. GATT
  - D. WTO
  - E. IMF
19. Today's huge growth in global markets is the result of:
- A. reduced barriers to trade.
  - B. easier transport of goods and services.
  - C. standardization of laws across borders.
  - D. globally integrated production.
  - E. all of the above.
20. Manufacturers would prefer to produce in a country with a trade \_\_\_\_\_, because it signals a greater opportunity to export products to more markets.
- A. surplus.
  - B. deficit.
  - C. culture.
  - D. bonus.
  - E. balance.

**Exhibit IVb**  
**Phase II**  
**Disciplinary Knowledge Assessments**  
**2008-2012**

# Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: Accounting

Submitted by: Bill McGonigle

Action	Due Date	CAC Approval
Submit initial Assessment Plan (below)	4th Friday Spring Qtr 2008	<b>11/04/08</b>
Conduct process	2008-09 academic year	
Submit findings in Assessment Report (below)	4th Friday Fall 2009	

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Generate, interpret, and communicate financial information for use in decision making.	Students should be able to research, interpret and communicate information about US and international accounting standards (GAAP) orally and in writing at an entry professional level. Students' communication skills must be sufficient to support their function of advising management and other clients as well as communicating with stockholders and creditors. In order to achieve this objective, students must be able to demonstrate not only correct grammar and spelling in documents, but must also demonstrate logical organization and conciseness in their documents and presentations. Effective oral presentations of accountants require the ability to organize complex concepts that are presented with effective graphical aids. Entry level accountants must also be able to answer unanticipated questions about their work.	ACCT 452 is our exit class in financial accounting with an emphasis on communication projects within the accounting major. Therefore, it is the best point to measure the communication abilities of our students transitioning to the job market.  ACCT 452 sections in the winter and spring of 2009 with at least 40 students in both the day and night programs will be assessed for separate written and oral projects. The 40 student minimum will mean that a majority of our graduating seniors will be assessed.	Please see attached rubrics for separate characteristics for both written and oral projects.	Scoring levels will range from zero to 4 points in single point increments on each performance characteristic as set forth in the rubrics used. Written communication skills will be scored in a separate document for each student evaluated. Oral skills will also be evaluated separately for each student on a 4 point scale.	At least 75% of students that are assessed should be able to obtain 70% or more of the available points under the rubrics used. Written projects will be evaluated separately under this expectation standard as will oral presentations. Hence it will be possible that oral communication standards might be evaluated as satisfactory while written communication skills might be evaluated as not meeting the standard and would therefore require remediation of writing skills only. Specific scoring points on the rubrics may be used to orient any remediation required.

## Assessment Report

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
ALL students appear to have passed both oral and written communication standards per the approved rubrics	No conclusion can be reached at this time regarding <u>written</u> communications based on this data. This outcome is anomalous relative to employer comments and	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. The course	The retest will start in the summer section of ACCT 452 in 2010 and continue in the winter and spring sections of	The evaluation process needs to have an audit trail and the evaluations

in the night section of ACCT 452. In the day section all but one student appear to have passed both the written and oral communication standards defined by the rubrics used.	historical faculty experiences concerning EWU accounting graduates.  Employer comments and historical faculty experience concerning oral communications of our graduates are consistent with the observations of this assessment.	instructor will perform an initial evaluation of all students' papers. A second accounting faculty member will evaluate a stratified random selection of no less than 30% of the students' papers using the same rubric. The strata will be formed by dividing the papers into three equally-sized groups (high-middle-low). Identically sized simple random samples will be drawn from each stratum for re-evaluation. The services of a communication specialist will be used when these evaluation differ.	ACCT 452 in 2011.  Data will be evaluated after the summer section of ACCT 452 and possible changes to the evaluation process will be evaluated and made as needed.	should not be left to one person. Further, a more critical evaluation process needs more careful monitoring while it is in process.
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### Rubric for Evaluating Written Document

Writing Characteristics:	4	3	2	1	Scores
Conventions: (punctuation, format, spelling, grammar)	Proper grammar and spelling used consistently. Punctuation properly used to support the writer's intent. Format promotes professional image.	Punctuation creates reader confusion. Less than professional format. Purpose clear. Minor misspellings.	Grammar causes reduced clarity. Format shows lack of professional education. Improper punctuation requires rereading.	Misused vocabulary such as misuse of homophones. Too many misspellings. Focus is on writer not purpose.	
Structure and organization:	Coherent. Logically presented. Leads reader to purpose. Strong sentences. Headings used when appropriate.	Needs more clarity through better sentence structure or better organization of paragraphs.	Weak order. Paragraphs contain mixed content. Headings needed for readability.	Disorganized. Writing's purpose is lost. Incomplete sentences.	
Conciseness: (avoids unnecessary information and verbiage)	Brief and focused. Addresses necessary content using fewest words without omitting content.	Limited redundancies not affecting reader.	Too much unnecessary information. Excess verbiage. Roundabout focus.	Shows little or no attempt to edit for brevity. Excess language or content.	
Proofreading and editing before presentation, mailing etc.	No errors. Ready to be mailed to clients, customers or the boss.	Very minor error, but ready to go.	Contains error requiring correction before being mailed.	Too many errors to risk mailing to clients. Client would react poorly.	
Content qual.:	4	3	2	1	
Application of knowledge and research:	Expertly applied program content (class discussion, handouts, text). Centered on assignment purpose.	Somewhat weak application of a few aspects of content but is useful.	Could have applied much more knowledge. Document lacks useful information.	Displays little knowledge of content. Document severely lacks useful information.	
Readability:	Writing level matches audience knowledge level of content. No	A bit above level of intended audience. Some too technical terms	Mismatched writing level and knowledge.	Readability level causes negative reaction from reader.	

	unknown terms.				
Tone:	Professional, supportive and service oriented.	Slightly less than professional and supportive.	Could be viewed as unprofessional, overly negative or insensitive.	Unacceptable tone.	
Instructions: (following directions)	Complete content, based on assignment and reader.	Minor omission	Lacks required focus; missed content	Major omissions	
				<b>TOTAL SCORE</b>	

## Presentation Rubric

Evaluating Student Presentations					
Developed by Information Technology Evaluation Services, NC Department of Public Instruction					
	1	2	3	4	Total
<b>Organization</b>	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	
<b>Subject Knowledge</b>	Student does not have grasp of information; student cannot answer questions about subject.	Student is uncomfortable with information and is able to answer only rudimentary questions.	Student is at ease with expected answers to all questions, but fails to elaborate.	Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration.	
<b>Graphics</b>	Student uses superfluous graphics or no graphics	Student occasionally uses graphics that rarely support text and presentation.	Student's graphics relate to text and presentation.	Student's graphics explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	
<b>Eye Contact</b>	Student reads all of report with no eye contact.	Student occasionally uses eye contact, but still reads most of report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience, seldom returning to notes.	
<b>Elocution</b>	Student mumbles, incorrectly pronounces terms, and speaks too quietly for students in the back of class to hear.	Student's voice is low. Student incorrectly pronounces terms. Audience members have difficulty hearing presentation.	Student's voice is clear. Student pronounces most words correctly. Most audience members can hear presentation.	Student uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation.	
				<b>Total Points:</b>	

## 2009-10 Program Assessment Update

Department & Program: AIS -- Accounting

submitted by: Bill McGonigle

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

Due to the multi-year aspect of the CBPA assessment process at the time, data for this report may have been gathered in 2008-2009. The CBPA assessment process itself was assessed in 2009-2010 and the cycle itself was changed to occur entirely within one academic year, beginning with 2010-2011.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
<p>Generate, interpret, and communicate financial information for use in decision making.</p> <p>Students should be able to research, interpret and communicate information about US and international accounting standards (GAAP) orally and in writing at an entry professional level. Students' communication skills must be sufficient to support their function of advising management and other clients as well as communicating with stockholders and creditors. In order to achieve this objective, students must be able to demonstrate not only correct grammar and spelling in documents, but must also demonstrate logical organization and conciseness in their documents and presentations. Effective oral presentations of accountants require the ability to organize complex concepts that are presented with effective graphical aids. Entry level accountants must also be able to answer unanticipated questions about their work.</p>	<p>ACCT 452 is our exit class in financial accounting with an emphasis on communication projects within the accounting major. Therefore, it is the best point to measure the communication abilities of our students transitioning to the job market.</p> <p>ACCT 452 sections in the winter and spring of 2009 with at least 40 students in both the day and night programs will be assessed for separate written and oral projects using a rubric. The 40 student minimum will mean that a majority of our graduating seniors will be assessed.</p> <p>Scoring levels will range from zero to 4 points in single point increments on each performance characteristic as set forth in the rubrics used. Written communication skills will be scored in a separate document for each student evaluated. Oral skills will also be evaluated separately for each student on a 4 point scale.</p>	<p>Expectation Standard -- At least 75% of students that are assessed should be able to obtain 70% or more of the available points under the rubrics used. Written projects will be evaluated separately under this expectation standard as will oral presentations. Hence it will be possible that oral communication standards might be evaluated as satisfactory while written communication skills might be evaluated as not meeting the standard and would therefore require remediation of writing skills only. Specific scoring points on the rubrics may be used to orient any remediation required.</p> <p>ALL students appear to have passed both oral and written communication standards per the approved rubrics in the night section of ACCT 452. In the day section all but one student appear to have passed both the written and oral communication standards defined by the rubrics used.</p> <p>No conclusion can be reached at this time regarding written communications based on this data. This outcome is anomalous relative to employer comments and historical faculty experiences concerning EWU accounting graduates.</p> <p>Employer comments and historical faculty experience concerning oral communications of our graduates are consistent with the observations of this assessment.</p>	<p>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. The course instructor will perform an initial evaluation of all students' papers. A second accounting faculty member will evaluate a stratified random selection of no less than 30% of the students' papers using the same rubric. The strata will be formed by dividing the papers into three equally-sized groups (high-middle-low). Identically sized simple random samples will be drawn from each stratum for re-evaluation. The services of a communication specialist will be used when these evaluation differ.</p>	<p>The retest will start in the summer section of ACCT 452 in 2010 and continue in the winter and spring sections of ACCT 452 in 2011.</p> <p>Data will be evaluated after the summer section of ACCT 452 and possible changes to the evaluation process will be evaluated and made as needed.</p>	<p>The evaluation process needs to have an audit trail and the evaluations should not be left to one person. Further, a more critical evaluation process needs more careful monitoring while it is in process.</p>

**Assessment Plan and Report**

Academic Year 2010-2011

Department/Program of Study: Professional Accounting

Submitted by: Bill McGonigle

Action	Due Date	Signature	CAC Approval
Submit initial plan	4th Friday Spring Qtr 2010		
Conduct process	2010-11 academic year		
Submit findings			

**Assessment Plan**

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
<p>Generate, interpret, and <b>communicate</b> financial information for use in decision making.</p> <p>(Note: This is a retest of writing skills necessitated due to lack of confidence in the prior rubric and its application. All of our students in ACCT 452 had allegedly demonstrated sufficient writing skills. This result was contrary to feedback from the employers of EWU students and the long-term experience of EWU accounting faculty.)</p>	<p>Students should be able <b>to research, interpret and communicate</b> information about US and international accounting standards (GAAP) in writing at an professional entry level. Our accounting graduates' written communication skills must be sufficient to support their function of advising management and other clients as well as communicating with stockholders and creditors. In order to achieve this objective, students must be able to demonstrate not only use correct grammar and spelling in documents, but must also demonstrate logical organization and conciseness in their documents.</p>	<p>ACCT 452 is our last class in financial accounting with an emphasis on communication projects within the accounting major. Therefore, it is the best point to measure the written communication abilities of our students transitioning toward the job market and perhaps the CPA examination.</p> <p>The CPA exam tests writing skills as demonstrated on accounting research topics.</p> <p>The ACCT 452 section in the winter will be used to evaluate and develop a rubric that will both serve as a measurement device and at the same time prepare students for the research and writing component of the CPA exam. The spring of 2011 with about 40</p>	<p>Please see attached rubric for separate characteristics and weight for the required writing projects. The final selection of the rubric was driven by professional writing requirements for accountants. Similar entry-level requirements are also tested on the CPA exam and are objective and relevant to the accounting major. These standards are therefore ideal for our purposes and will be used to score the final writing assignment in ACCT 452 for assessment purposes. The content grade will be ignored on the evaluation for assessment purposes as the content grade may skew the outcome.</p>	<p>Scoring levels will be based upon the relative importance of the various characteristics being measured. Written communication skills will be scored in a separate document for each student or two person team being evaluated.</p>	<p>At least 75% of students that are assessed should be able to obtain 75% or more of the available points under the rubric used. Specific scoring points on the rubric will be used to orient remediation required, if any.</p>

		<p>students split between the day and night programs will be assessed for individualized and/or two person group writing projects. Each individual or group will have a separate topic to help control for excessive assistance from outsiders. The 40 student estimate will mean that approximately half of our senior accounting majors will be assessed regarding their writing skills both as individuals and as members of a two person team..</p>			
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**Definitions/Instructions:**

15. Learning Outcome Goal: One, or part of one, of a program’s adopted learning outcome goals as published in catalog or other program.
16. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
17. Strategy/Method of Measurement: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities; standardized test scores; case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
18. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of “x.”
19. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
20. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

**Assessment Report**

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>More than 75% students (85.7%) in both the day and night spring sections together have passed the final written communication standard per the approved rubric for ACCT 452. The sigle student-writers scored an 83.3% pass rare while groups scored a 91.67% pass rate. However, a few students that use English as a second language (ESL) demonstrated that they continue to have significant difficulties with their writing in the English language.</p>	<p>Students can write effectively when supervised and instructed effectively. However, our students seem to have their writing skills atrophy after they leave EWU.</p>	<p>Students with English as a second language (ESL) will receive recommendations (as will all students) to use the EWU Writers' Center. Students will also be encouraged to evaluate and constructively critique each others' writing before work is turned in for grading.</p> <p>The Intermediate accounting term paper requirement will use a similar rubric to help prepare students for the CPA exam changes for written work. Such requirements will aid preparation for ACCT 452, Contemporary Theory's writing requirements.</p>	<p>The Intermediate accounting term paper requirement will be implemented in the spring of 2012 and beyond. (This will be the first term paper in Intermediate accounting for the 2011-12 cohort.)</p>	<p>The evaluation process did preserve an audit trail. Further, a more critical evaluation process needs more careful monitoring while it is in process.</p> <p>Faculty biases will need to be monitored and addressed more directly in the future.</p>

**Definitions/Instructions:**

21. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
22. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your student collectively accomplished the learning outcome goal? To what extent? With what reservations?
23. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
24. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
25. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program, and the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?

Date \_\_\_\_\_ Rater Name \_\_\_\_\_

# Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: Business Education

Submitted by: Pam Weigand

Action	Due Date	CAC Approval
Submit initial plan	4th Friday Spring Qtr 2008	<b>11-18-08</b>
Conduct process	2008-09 academic year	
Submit findings	4th Friday Fall 2009	

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
#4 The business education teacher demonstrates workplace competencies in keyboarding and digital input, information technology clusters, information systems management, information processing applications, <b>technical communications</b> , principles of entrepreneurship, business management, accounting & computation, economics & finance, international business, and business law.	This year's focus is on technical communication. Students will improve their business writing skills from the time they take Business Communication to the time they take their methods courses at the end of the program in the general areas of conventions, completeness, conciseness, and coherence.	For Fall and Winter quarters, 2008/2009, all students' will be given a one to two-page writing assignment at the beginning of the quarter in Business Communication and at the end of that quarter. Two faculty will evaluate papers using the attached rubric. A writing sample from those students in their methods courses will also be evaluated in the same way. All three documents will be compared and analyzed to determine changes in strengths and weaknesses.	Eight performance characteristics will be used to evaluate all documents. (See attached rubric)	See attached rubric for the four scoring levels used to evaluate all documents.	80% of the students' writing evaluation scores will increase from the first to the second and to the last (third) evaluated writing assignment in all eight performance areas.

## Assessment Report

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

None of the students' overall scores (grouped criteria) increased from the 1 <sup>st</sup> to the 2 <sup>nd</sup> to the 3 <sup>rd</sup> writing assignment. Only 50% of the students' scores increased from the first writing assignment to the second. And, only 50% of the students' scores increased from the second writing assignment to the third writing assignment. For only two of the eight criterion did 75% of the students increase their scores. Only two of the criterion (Mailability and Tone) increased for 75% of the students.	The number of students participating was four, too small to make solid conclusions upon which to base changes. However, conclusions were drawn on which to base further research: (1) Overall, students' writing did not show improvement by the end of their program. The reason could be because students didn't apply in successive classes what they learned in 302 to form effective writing habits. (2) The students who showed higher scores on their end-of-program writing assignment may have spent more time on their submissions because they knew the instructor had very high writing expectations and she was their program director. The other two students in the final class were not taught by this same instructor.  All eight criteria need to be improved.	The BME program will (1) reinforce the importance of learning effective writing and applying it in all communications throughout the students' program, (2) share these results with students, (3) continue collecting student writing samples, and (4) share these results with CBPA faculty to support the work of the CBPA Writing Initiative.  For future use, we will alter the rubric to more accurately reflect students writing needs for this study.	When BME students enter the program, they will read these research results and a statement on the importance of writing that they will sign – beginning Fall 2010. Following BME students from 302 to 475/476 will begin this Spring 2010. During Spring 2010, these results will be shared at the Writing Initiative meeting, at the assessment coordinators meeting, and with the Business Core committee.	This student learning goal is important and will be continued. Writing assessment in each college program is essential if the writing outcomes for our graduates is to reach the level college faculty seek. All programs must have high expectations for students' writing.
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**Overall Scores (grouped criteria) of each Student Compared Over Time**

<u>Student</u>	<u>Progress Report A-302</u>		<u>Oral Pres. Eval. B-302</u>		<u>Methods Self-eval C-475</u>	
	Weigand	Lange	Weigand	Lange	Weigand	Lange
Bolster	24.5	22	27	27	21.5	23
Brown	30	25	24.5	26.5	19.5	22.5
	<u>Proposal</u>		<u>Indirect Letter</u>			
Barney	25.5	23.5	19	20	29.5	23.5
McEachern	22	18.5	19.5	24.5	23	24.5

**Whether scores increased or decreased by Criterion for each Student**

	<u>Conventions</u>	<u>Organization</u>	<u>Conciseness</u>	<u>Mailability</u>	<u>Knowledge</u>	<u>Readability</u>	<u>Tone</u>	<u>Directions</u>
<b>Barney</b>	increase	decrease	same	increase	same	same	increase	increase
<b>Bolster</b>	same	same	increase	increase	increase	decrease	increase	decrease
<b>Brown</b>	decrease	decrease	decrease	decrease	decrease	increase	decrease	decrease
<b>McEachern</b>	increase	increase	decrease	increase	increase	increase	increase	increase
<b>GOAL: 80% of the students (3 = 75%) will increase their writing scores for each of the eight criterion - failed</b>								
	2 increase	1 increase	1 increase	3 increase	2 increase	2 increase	3 increase	2 increase
	50%	25%	25%	75%	50%	50%	75%	50%

**Weak Areas: (Based on HOW 12)**

1. Commas: Introductory (2-9, 1-10), nonrestrictive clauses (2-11), independent clauses (2-7)
2. Semicolon: independent clauses with internal comma (2-18)
3. Proofreading
4. Editing for redundancies and unnecessary verbiage (conciseness)
5. Parallel construction (1-34b)
6. Little evidence of PREP outline usage

**Summary Criterion Increase/Decreased**

A-302	B-302	C-475	Inc/Dec	Average
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Conventions	2.3	2.6	2.6	Increased	2.5
Organization	3.1	2.6	2.9	Decreased	2.9
Conciseness	2.9	2.8	2.6	Decreased	2.8
Mailability	1.5	2.1	2.3	Increased	2.0
Knowledge	2.9	3.1	3.3	Increased	3.1
Readability	3.8	3.8	3.6	Decreased	3.7
Tone	3.6	3.7	3.9	Increased	3.7
Directions	3.4	3.1	3.2	Decreased	3.2

Criterion from Weakest to Strongest

Mailability	2.0	Too many errors to send
Conventions	2.5	Punctuation, format, spelling, grammar
Conciseness	2.8	Unnecessary verbiage/information
Organization	2.9	Coherent, logical order, sentence structure
Knowledge	3.1	Application of knowledge
Directions	3.2	Ability to follow instructions
Readability	3.7	Knowledge level matches writing
Tone	3.7	Service oriented, professional

Date \_\_\_\_\_ Rater Name \_\_\_\_\_

Student Name \_\_\_\_\_

### Rubric for Evaluating Written Documents

Writing	4	3	2	1	Score
Conventions (punctuation, format, spelling, grammar)	Perfect grammar and spelling Punctuation properly used to support writer's intent Format promotes professional image	Punctuation creates reader confusion Less than professional format Purpose clear Minor misspelling	Grammar causes reduced clarity Format shows lack of education Improper punctuation causes multiple readings for understanding	Incorrect vocabulary Misspellings Focus is on writer not purpose	
Structure and organization	Coherent Logically presented Leads reader expertly to purpose Strong sentencing Headings as aids when appropriate	Needs more leading through sentencing and reorganization	Weak order Paragraphs contain mixed content Headings needed for readability	Disorganized Writing's purpose is lost Incomplete sentences	
Conciseness (avoids unnecessary information and verbiage)	Brief and focused Addresses necessary content using fewest words without omitting content.	Limited redundancies not affecting reader.	Too much information Excess wording Roundabout focus	Shows little or no attempt to edit for brevity Excess language and content.	
Mailability	No errors	Minor error but	Error needing	Too many errors to	

(editing, proofreading)	Mailable	mailable	correction before mailed	risk mailing	
<b>Content</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Application of Knowledge	Expertly applied course content (class discussion, handouts, text). Centered on assignment purpose	Somewhat weak application of a few aspects of content but works.	Could have applied much more knowledge. Document lacks useful information.	Displays little knowledge of content. Document severely lacks useful information.	
Readability	Grade level matches audience knowledge level of content. No unknown terms.	A bit above level of intended audience. Some too technical terms	Mismatched grade and knowledge.	Readability level causes negative reaction from reader.	
Tone	Professional, supportive, and service oriented.	Slightly less than professional and supportive	Could be threatening, unprofessional, negative, or insensitive	Unacceptable tone	
Instructions (following directions)	Complete content for assignment & reader.	Minor omission	Lacks specific audience focus, missed content	Major omission	
<b>TOTAL SCORE</b>					

## 2009-10 Program Assessment Update

Department & Program: AIS Department, Business & Marketing Education Program

submitted by: Dr. Pam Weigand

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
<p>Demonstrates workplace competencies in keyboarding and digital input, information technology clusters, information systems management, information processing applications, technical communications, principles of entrepreneurship, business management, accounting &amp; computation, economics &amp; finance, international business, and business law. (The technical writing portion of this learning outcome goal will be assessed this go-around.)</p>	<p>For Fall and Winter quarters, collect a one to two-page writing assignment at the beginning of the quarter in Business Communication 302 and at the end of that quarter. Two faculty will evaluate papers using a rubric. A writing sample from those students in their final methods courses will also be evaluated in the same way. All three documents will be compared and analyzed to determine changes in strengths and weaknesses.</p>	<p>The number of students participating was four, too small to make solid conclusions upon which to base changes. However, conclusions were drawn on which to base further research: (1) Overall, students' writing did not show improvement by the end of their program. The reason could be because students didn't apply in successive classes what they learned in 302 to form effective writing habits. (2) The students who showed higher scores on their end-of-program writing assignment may have spent more time on their submissions because they knew the instructor had very high writing expectations and she was their program director. The other two students in the final class were not taught by this same instructor. Students' writing skills in All eight rubric criteria need to be improved.</p>	<p>The BME program will (1) reinforce the importance of learning effective writing and applying it in all communications throughout the students' program, (2) share these results with students, (3) continue collecting student writing samples, and (4) share these results with CBPA faculty to support the work of the CBPA Writing Initiative.</p> <p>For future use, we will alter the rubric to more accurately reflect students' writing needs for this study.</p>	<p>When BME students enter the program, they will read these research results and a statement on the importance of writing that they will sign – beginning Fall 2010. Following BME students from 302 to 475/476 will begin this Spring 2010. During Spring 2010, these results will be shared at the Writing Initiative meeting, at the assessment coordinators meeting, and with the Business Core committee.</p>	<p>This student learning goal is important and will be continued. Writing assessment in each college program is essential if the writing outcomes for our graduates is to reach the level college faculty expect. All programs must have high expectations for students' writing.</p>

## Assessment Plan and Report

Academic Year 2010-2011

Department/Program of Study: Economics  
Submitted by: Liz Peterson

Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2010	
Conduct process	2010-11 academic year	
Submit findings	6th Friday Spring 2011	

### Assessment Plan

1 Learning Outcome Goal	2 Objective	3 Strategy/Method of Measurement	4 Performance Characteristics	5 Scoring Levels	6 Expectation Standard
Students effectively communicate economic concepts.	Students will submit well written, complete, and error-free papers appropriate for an upper division college economics course.	A sample of writing exercises from 400-level economics courses without comments from instructors will be collected both Fall and Winter quarters and will be evaluated by two economics faculty using a rubric.	See attached rubric.	See attached rubric.	80% of students majoring in economics will achieve an average score of 3 or higher.

### Definitions/Instructions:

26. Learning Outcome Goal: One, or part of one, of a program's adopted learning outcome goals as published in catalog or other program.
27. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
28. Strategy/Method of Measurement: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
29. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of "x."
30. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
31. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

## Assessment Report

7 Observations from Summary Data	8 Conclusions about Student Learning	9 Actions Recommended Based on Observations	10 Plan and Timetable for Taking Action	11 Overall Reflection on Assessment
<p>Three different size/style samples were collected: 1) list of topical questions requiring brief paragraph answers, 2) short essay, and 3) long research paper.</p> <p>1) 85% of the students earned a 3 or higher, which exceeds our goal.</p> <p>2) 38% of the students earned a 3 or higher on the short essay.</p> <p>3) 22% of the students earned a 3 or higher on the long research paper.</p> <p>Students' ability to create appropriate content seemed to correlate with the ability to use proper grammar. The opposite is also true in that students who struggled to create a coherent paper also struggled in the grammar of putting it together.</p>	<p>Generally, students did not reach the stated goal in their writing, though three samples were collected and assessed.</p> <p>Students generally did very well completing the first type of assignment in which they were given a list of specific questions related to class material and asked to write a short paragraph to answer the question.</p> <p>Students generally did not do as well writing either the short essay or the long research paper where it was necessary to develop an essay or paper around a specific topic, complete with coherent flow and appropriate transitions.</p>	<p>As new members of the CBPA last year, we were just beginning to understand the use and importance of the How 12 grammar/style guide. Continued and more extensive use of the How 12 book is strongly recommended for faculty not only to be in compliance with the CBPA Writing Initiative but also to aid students in enhancing their grammar/spelling/usage.</p> <p>Students need to write more frequently throughout their economics major, particularly in upper division courses to give them feedback from multiple professors in terms of writing economic content, etc. Different types of assignments, short and long papers, some with the opportunity for a rough draft and then edited final copy.</p> <p>Students should be required to attend the writing center for help structuring their content.</p>	<p>Verify fall 2011 that professors are requiring the How 12 book, especially in upper division courses.</p> <p>Verify fall 2011 that those professors requiring the How 12 book are using it correctly to engage students to correct their own errors.</p> <p>Determine the number of writing opportunities available to upper division economics students during fall 2011, and identify the number of students who are in multiple upper division economics courses to find the average number of writing opportunities for each student.</p> <p>Determine the number of classes where students are expected to attend the writing center for help.</p> <p>Depending on the results, similar actions will take place winter quarter, and beyond with the goal of increasing the number of writing opportunities and the continued and proper use of the How 12 book.</p> <p>A sample of papers from the fall 2011 writing opportunities will be assessed to determine if any</p>	<p>The SLO assessed "students effectively communicate economic concepts" remains an important and viable goal within the department. It is essential that students learn to write well to be successful now and after they graduate.</p> <p>The assessment results of this SLO are consistent with the findings within the CBPA that led to the creation of the Writing Initiative.</p> <p>It should be noted that some students in the class requiring the assessed long research paper deliberately chose not to edit their rough draft even after receiving comments and suggestions from their peers as well as from the professor. Helping such students achieve a higher level of writing will obviously be difficult based on their apparent apathy.</p>

			improvement has been achieved in student performance.	
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**Definitions/Instructions:**

- 32. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
- 33. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
- 34. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
- 35. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
- 36. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?

Date \_\_\_\_\_ Evaluator Name \_\_\_\_\_

**Rubric for Evaluating Written Documents**

<b>Writing</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Score</b>
Conventions (punctuation, format, spelling, grammar)	Perfect grammar and spelling Punctuation properly used to support writer's intent Format promotes professional image	Punctuation creates reader confusion Less than professional format Purpose clear Minor misspelling	Grammar causes reduced clarity Format shows lack of education Improper punctuation causes multiple readings for understanding	Incorrect vocabulary Misspellings Focus is on writer not purpose	
Structure and organization	Coherent Logically presented Leads reader expertly to purpose Strong sentencing Headings as aids when appropriate	Needs more leading through sentencing and reorganization	Weak order Paragraphs contain mixed content Headings needed for readability	Disorganized Writing's purpose is lost Incomplete sentences	
Conciseness (avoids unnecessary information and verbiage)	Brief and focused Addresses necessary content using fewest words without omitting content.	Limited redundancies not affecting reader.	Too much information Excess wording Roundabout focus	Shows little or no attempt to edit for brevity Excess language and content.	
Mailability (editing, proofreading)	No errors Mailable	Minor error but mailable	Error needing correction before mailed	Too many errors to risk mailing	
<b>Content</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	
Application of Knowledge	Expertly applied course content (class discussion, handouts, text). Centered on assignment purpose	Somewhat weak application of a few aspects of content but works.	Could have applied much more knowledge. Document lacks useful information.	Displays little knowledge of content. Document severely lacks useful information.	
Readability (oriented to audience)	Grade level matches audience knowledge level of content. No unknown terms.	A bit above level of intended audience. Some too technical terms	Mismatched grade and knowledge.	Readability level causes negative reaction from reader.	
Tone (professional-ism)	Professional, supportive, and service oriented.	Slightly less than professional and supportive	Could be threatening, unprofessional, negative, or insensitive	Unacceptable tone	

Following Directions	Complete content based on assignment and reader.	Minor omission	Lacks specific audience focus, missed content	Major omission	
TOTAL SCORE					

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2011-12, and please submit it to both your Dean and to Undergraduate Studies by Nov. 1, 2012. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2011-12.

#### Summary of Assessment Results:

COURSE	TERM	% PASS (80%)	% PASS (75%)
Econ 404	SP12_1	38.00%	53.00%
Econ 404	W12	67.80%	83.87%
Econ 421	F11_1	73.30%	73.30%
Econ 421	F11_2	95.20%	95.20%
Econ 404	SP12_2	81.25%	81.25%
Econ 405	F11	91.67%	91.67%
<b>Mean</b>		<b>74.54%</b>	<b>79.72%</b>

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
Use quantitative skills in analyzing economic data.	Embedded test questions from final exams administered in randomly selected upper division (400-level) courses throughout AY 2011-2012.	(1.) Data were gathered from 6 sections of 3 courses that typically emphasize the use of the quantitative tools of economic analysis. (2.) Findings from 124 sampled exams indicate the 74.54% of students scored at least 80% on the selected problems. If the criteria were lowered to 75% as acceptable for passing, 79.72% of the students would have been considered to have answered the problems correctly.	(1.) Because many of the students in our upper division courses are NOT economics majors, this assessment of ALL students only provides an assessment of the courses and not necessarily of the major. Subsets of BA, Econ & BA, Econ Math Option majors only should be used instead. (2.) Sample a wider number and variety of upper division courses to see if results are consistent across the electives. (3.) Since this SLO should apply to lower division courses as well, we should sample the principle courses also. (4.) Because core required upper division courses are more rigorous in their use of quantitative methods, the future standard for passing required upper division classes should be 75% rather than 80% for electives.	Plan: (1.) Starting with AY 2012-2013, use the portfolio requirement to collect upper division examinations from BA, Econ & BA, Econ Math Option majors and use those for the basis of assessment of the two programs the department offers. (2.) Starting with AY 2012-2013, use different evaluation criteria for upper division elective courses as compared to upper division required courses.	This SLO is still central to the program.

# Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: Finance

Submitted by: David Eagle

Action	Due Date	CAC Approval
Submit initial Assessment Plan (below)	4th Friday Spring Qtr 2008	<b>11/04/08</b>
Conduct process	2008-09 academic year	
Submit findings in Assessment Report (below)	4th Friday Fall 2009	

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Our Finance Graduates will be able to conduct long-term financial analysis in real-world domestic and international applications.	This year we will focus on basic capital budgeting, which includes discounted cash flow analysis, issues involving depreciation and net working capital, handling time value of money problems, and making decisions, and supporting those decisions using written explanations of the analysis.	The Finance Faculty as a whole will develop questions to test students' capital budgeting knowledge. The questions will be administered on the final exam in FINC435 for Winter 2009. Based on rubrics for each question, two finance faculty will evaluate each exam and we will average the two rubrics.	A rubric will be developed for each essay developed for the exam. Performance characteristics would include, but not be limited to, (i) having organized and logical worksheets, (ii) making appropriate recommendations and providing written explanations of the basis for their recommendations, (iii) appropriately taking into account the time value of money in their analysis, and (iv) appropriately determining or estimating cash flows from the information in the problem.	For each question being assessed, the finance faculty will determine a percentage for each performance characteristic. with 100% being the highest and 0%, and the total of all the characteristics rubrics for each question adding up to 100%. The finance faculty will also determine the weight each question will have relative to the total of all the questions included in this assessment. Then the assessment will take the weighted average of all the student's percentages for those questions that are being assessed.	At least 75% of the students taking the final Winter 2009 in FINC 435 will receive at least 75% overall for the questions being assessed.

## Assessment Report

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
Our finance students met our assessment objectives 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 meet our assessment objectives 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.	Students are not sufficiently learning the topics covered in the class.	For the topics of "Net Working Capital", "incremental cash flows, "incremental depreciation", and after-tax salvage values; the instructor of FINC435 shall use repetition of homework, quizzes, and repetitive emphasis on these topics from the beginning of class to try to improve student learning on these topics.	Take steps each quarter to make improvements and eventually to test if an improvement has been made, especially during a quarter when the students are meeting twice a week rather than one night a week. (See attached follow-up assessment for Winter 2010.)	The finance faculty need to work more cohesively on assessment. Because of communication problems, this year's assessment was not verified by another faculty member. Part of the problem is that the faculty are still learning how to write rubrics in a manner that facilitate communication between them.

Supplemental and more detailed information on Assessment for the Finance Program 2008-2009:

problem topic	Winter 2009 % above 75%	Winter 2010 % above 75%
1 NPV, real vs. nominal, TVM	78%	62%
2 adjusting cash flows for inflation	63%	65%
3 net inc. CFs and NWC	37%	96%
4 Computing and Handling Depr in cash flows	81%	92%
5 External Financing Needed	93%	----
6 Inc. Depr., Inc. After-tax Salvage Values	22%	50%
7 real EAA	48%	----
8 WACC & IRR	81%	92%

The table above shows the results from the assessment for the Winter 2009 FINC435 class along with a follow up assessment done for the Winter 2010 FINC435 class. These results stem from the analysis done by the instructor of FINC435. While our assessment plan stated that these results were to be verified by another finance faculty member, that verification has not taken place. The reason is because of communication problems between the finance faculty and the finance faculty is still learning on how to make rubrics that are ready to be applied by other finance faculty.

For the Winter 209 FINC335, there were 27 students who took the final exam. The above table shows the fraction of these students who received a grade above 75% of each problem. For problems #1, #4, #5, and #8; the students met our assessment objective with over 75% receiving at least a 75% correct grade on the problem. For problems #3, #6, and #7; very few students received grades of at least 75%. For problem #2, 62.96% had a grade of 75%, which was below our assessment objective, but it was at least near our assessment objective.

On the positive side, our finance students in Winter 2009 met our assessment objectives on topics of NPV, real vs. nominal cash flows, computing and handling depreciation in determination of cash flows, computing external financing needed, and determining the IRR and using the WACC along with the IRR to make an investment decision.

On the other hand, strong indication exists that our finance students were not understanding very well how to incorporate changes in Net Working Capital and into the determination of cash flows, how to determine incremental cash flows, how to determine cash flows from information on incremental depreciation and incremental after-tax salvage values.

During the Winter 2010 FINC435, the instructor felt that he had made significant progress responding to the Winter 2009 assessment results by emphasizing and repetition concerning how to incorporate Net Working Capital and Salvage Values into the determination of cash flows. The follow-up assessment during the Winter 2010 indicates that improvements were made on those two topics, especially the NWC topic, which moved from 37.04% having 75% of that problem correct vs. 96% having the problem correct. For the after-tax salvage values, the change was 22% to 50%. While being a doubling of the success rate, still the results were less than 50%. However, that particular problem is a complex problem, not only involving after-tax salvage values and depreciation, but also requiring the students to think incrementally about those salvage values and depreciation. (Note that because of less time allowed for students taking the final exam during Winter 2010, the problems on External Financing Needed and real EAA were not included in the final exam during Winter 2010.)

While improvements were made, it is also important to note that from Winter 2009 to Winter 2010, students performance on computing NPV, and correctly discounting nominal cash flows by the nominal discount rate or the real cash flows by the real discount rate did fall some from 78% to 62%, so that students no longer were meeting the assessment objective. This may indicate that part of the reason for the improvements in some areas due to repetition and greater emphasis of certain concepts may have been at the expense of other

concepts. However, for the problem computing and handling depreciation to determine cash flows, the percentage meeting the assessment objective increased from 81% to 92%.

The students for Winter 2010 did overall perform much better than in Winter 2009.. This is very likely partially due to the fact that the Winter 2010 class met twice a week from 4-5:40pm whereas the Winter 2009 class met once a week from 6-9:30pm.

## 2009-10 Program Assessment Update

Department & Program: MGMT -- Finance

submitted by: David Eagle

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

Due to the multi-year aspect of the CBPA assessment process at the time, data for this report may have been gathered in 2008-2009. The CBPA assessment process itself was assessed in 2009-2010 and the cycle itself was changed to occur entirely within one academic year, beginning with 2010-2011.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
<p>Our Finance Graduates will be able to conduct long-term financial analysis in real-world domestic and international applications.</p> <p>This year we will focus on basic capital budgeting, which includes discounted cash flow analysis, issues involving depreciation and net working capital, handling time value of money problems, and making decisions, and supporting those decisions using written explanations of the analysis.</p>	<p>The Finance Faculty as a whole will develop questions to test students' capital budgeting knowledge. The questions will be administered on the final exam in FINC435 for Winter 2009. Based on rubrics for each question, two finance faculty will evaluate each exam and we will average the two rubrics.</p> <p>A rubric will be developed for each essay developed for the exam. Performance characteristics would include, but not be limited to, (i) having organized and logical worksheets, (ii) making appropriate recommendations and providing written explanations of the basis for their recommendations, (iii) appropriately taking into account the time value of money in their analysis, and (iv) appropriately determining or estimating cash flows from the information in the problem.</p> <p>For each question being assessed, the finance faculty will determine a percentage for each performance characteristic. with 100% being the highest and 0%, and the total of all the characteristics rubrics for each question adding up to 100%. The finance faculty will also determine the weight each question will have relative to the total of all the questions included in this assessment. Then the assessment will take the weighted average of all the student's percentages for those questions that are being assessed.</p>	<p>Expectation Standard -- At least 75% of the students taking the final Winter 2009 in FINC 435 will receive at least 75% overall for the questions being assessed.</p> <p>Our finance students met our assessment objectives 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 meet our assessment objectives 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.</p> <p>Students are not sufficiently learning the topics covered in the class.</p>	<p>For the topics of "Net Working Capital", "incremental cash flows, "incremental depreciation", and after-tax salvage values; the instructor of FINC435 shall use repetition of homework, quizzes, and repetitive emphasis on these topics from the beginning of class to try to improve student learning on these topics.</p>	<p>Take steps each quarter to make improvements and eventually to test if an improvement has been made, especially during a quarter when the students are meeting twice a week rather than one night a week.</p>	<p>The finance faculty need to work more cohesively on assessment. Because of communication problems, this year's assessment was not verified by another faculty member. Part of the problem is that the faculty are still learning how to write rubrics in a manner that facilitate communication between them.</p>

## Assessment Plan and Report

Academic Year 2010-2011

Department/Program of Study: Finance

Submitted by: David Eagle

Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2010	<b>10/21/10</b>
Conduct process	2010-11 academic year	
Submit findings	6th Friday Spring 2011	

### Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Our Finance Graduates will understand how modern securities including derivatives can be used to achieve investment and risk-management objectives.	This year we will focus on three classes, which address this learning objective. These classes are ECON 444, Money and Banking, FINC431, Investments, and FINC434, Financial Derivatives. For the Investments class, the assessment will include but not be limited to students showing they understand how to choose a portfolio involving (i) mutual funds, (ii) stocks, and (iii) bonds to meet their investment preferences between risk and return. For the Financial Derivatives class (FINC434), we will include but not be limited to students showing that they understand how to use (i) futures, (ii) options, and (iii) swaps to meet hedging objectives.	Each Finance Faculty will develop and use a grading rubric for their final exam during Winter 2011 and then compile specific performance information on specific knowledge areas. The faculty member then will report the results to the finance faculty as a whole, who will then determine what actions to take and what further assessment to undertake. For the ECON 444, Money and Banking class, the Economic Department, which is conducting its own assessment, will communicate the relevant assessment result information to us.	A rubric will be developed for each questioned being assessed in each exam. Performance characteristics would include, but not be limited to, (i) making correct decisions, (ii) providing written explanations of the basis for their recommendations including any appropriate analyses, (iii) appropriately taking into account risk and expected return, (iv) demonstrating an understanding of the underlying theory used to make their decisions.	For each question being assessed, the finance faculty will determine a percentage for each performance characteristic, with 100% being the highest and 0% being the lowest, and the total of all the rubric characteristics for each question adding up to 100%. In the assessment report, the results of both questions will be reported separately.	At least 75% of the students taking the FINC431 final Winter 2011 in FINC 431 will receive at least 75% overall for the questions being assessed in that class. At least 75% of the students taking the final exam Winter 2011 in FINC434 will receive at least 75% for the questions being assessed in FINC434. Also, the Finance Faculty will be satisfied with the relevant parts of the Economics Department's Assessment involving ECON 444.

## Assessment Report

7 Observations from Summary Data	8 Conclusions about Student Learning	9 Actions Recommended Based on Observations	10 Plan and Timetable for Taking Action	11 Overall Reflection on Assessment
<p>In FINC431, 61% of the students correctly calculated their portfolio's beta, but only 45% correctly interpreted that beta, 73% were able to correctly interpret their portfolio's Sharpe Ratio, only 67% were able to correctly assess their portfolio's performance relative to the S&amp;P 500 Index, and 82% were able to suggest proper adjustments to their portfolio to bring it in line with their own level of risk aversion.</p> <p>In FINC434, only 43% of the students were able to use options to guarantee a minimum price for the stock they owned. Only 2 out 28 (7%) achieved a 75% performance on using derivatives to mitigate interest rate risk for a bank.</p> <p>As per our plan, the finance faculty met in June 20-11 to discuss the results of the assessment.</p> <p>We did not receive information from the assessment from ECON 444, but the assessment committee recognizes that the Economics Department is learning about the importance the College places on assessment and what is expected.</p>	<p>Students were unable to correctly interpret their portfolio's betas and many of them were not able to assess their performance relative to the S&amp;P 500.</p> <p>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.</p>	<p>Students need more explanation concerning the S&amp;P 500 index information that is reported on StockTrak.</p> <p>In FINC434, students need to do some hands-on risk management. In particular, they need use derivatives to mitigate stock risk. Explaining the contracts, doing profit-loss graphs, and other theoretical exercises is not enough to prepare students to be able to use derivatives to manage risk. Also, David Eagle will continue to investigate whether teaching the Binominal Options Pricing Model interferes with students understanding of how to use options to do basic hedging.</p>	<p>Starting in Spring 2011, spend more time explaining the S&amp;P 500 index information on StockTrak reports.</p> <p>Starting in Spring 2011, use basis points when working with interest-rate swaps even though that is more complicated. Starting in the Fall 2011, determine ways in FINC434 to give students hands-on experience using derivatives to manage (a) stock risk and (b) interest-rate risk for financial institutions. Starting in Fall 2011, investigate whether the learning of the BOPM interferes with understanding how to use options to do basic hedging.</p>	<p>The low interpretation of the portfolio beta occurred primarily because students calculated but did not attempt to interpret their portfolio beta. Next time, there should be separate questions to guarantee students will do the interpretation as well as the computation.</p> <p>This year, this assessment has been a very humbling experience.</p>

See more detailed attached reports

Finance Assessment Report: FINC431, Winter Quarter 2011  
By Brian Grinder

I assessed the finance objective, “Our finance graduates will understand how modern securities including derivatives can be used to achieve investment and risk management objectives.” To assess this, I asked the students in FINC431 to evaluate the portfolios they had developed over the quarter on StockTrak. My benchmarks were as follows:

- 50% of the students will be able to correctly calculate their portfolio’s beta.
- 80% will be able to correctly interpret the beta they calculated for their portfolios.
- 70% will be able to correctly interpret their portfolio’s Sharpe Ratio.
- 80% will be able to correctly assess their portfolio’s performance relative to the Standard and Poor’s 500 Index.
- 70% will be able to suggest proper adjustments to their portfolio to bring it in line with their own level of risk aversion.

#### Results

- 60.6% of the students were able to correctly calculate their portfolio’s beta.
- 45.45% were able to correctly interpret the beta they calculated for their portfolios. This result is largely driven by the fact that many students simply calculated but failed to interpret their portfolio beta. This will be remedied the next time this assessment is made by splitting the questions of calculating and interpreting into two questions.
- 72.73% were able to correctly interpret their portfolio’s Sharpe Ratio.
- 66.67% were able to correctly assess their portfolio’s performance relative to the Standard and Poor’s 500 Index.
- 81.82% were able to suggest proper adjustments to their portfolio to bring it in line with their own level of risk aversion.

#### Discussion

The two issues that did not meet the benchmarks were interpreting the portfolio beta (explanation for this is given above) and assessing a portfolio’s performance against the S&P 500 Index. Several students simply didn’t understand the S&P 500 reporting on StockTrak and badly misinterpreted it. I will need to spend more time explaining the items that StockTrak reports.

Finance Assessment Report: FINC434, Financial Derivatives  
(28 students taking the final exam in Winter 2011)  
By David Eagle

The objective that the finance program assessed this year is: “Our Finance Graduates will understand how modern securities including derivatives can be used to achieve investment and risk-management objectives.” We are assessing this objective in three classes this year: FINC431 on the investments side, FINC434 on the derivatives and risk management side, and ECON444, Money and Banking.

This reports on the assessment results concerning the FINC434 (Financial Derivatives) class. We focused the assessment on using derivatives to manage risk in two settings:

1. Use options to manage downside risk in the stock market.
2. Use derivatives to manage interest rate risk. (Note: The majority of financial derivatives are interest-rate derivatives.)

Objective: 75% of the students would get 75% of the possible points for each question right for each question.

Results: We did not come close to meeting this objective in either area.

Question 8 on the final exam assumed the students owned some stock and gave information on some put and call options in the particular stock they owned. The question began by asking the students to devise a way to guarantee a minimum price for the stock. The correct answer I was looking for was that the students would buy an out-of-the-money put option. However, only 43% of the students answered to buy a put option, and all of these students chose to buy an in-the-money put option rather than an out-of-the-money put option. The other 57% incorrectly answered by either selling an option or buying a call

The question then asked students to determine a way to guarantee the minimum value of the stock without paying any net premium. What I was looking for was for students to use options to construct a zero-cost equity collar. This is a more complex concept than just using a put option to provide a minimum value for the stock. Only 25% were able to answer the question correctly; 65% missed the question completely. Another 14% got some credit, but did not succeed in constructing a zero-cost equity collar.

Question 7 on the final exam gave information concerning a merchant bank that had long-term deposits paying a fixed rate and its loans were variable-rate loans. We had discussed a similar situation on the last day of class, but that example dealt with a bank with long-term loans and variable-rate deposits. This was much more complex than question 8, but was relevant since most financial derivatives in use are interest-rate derivatives. Student performance on this question was only 37.23%. One student did get the question complete right, but only that student and one other met the criterion of getting 75% of the question correct.

For this question, I also evaluated the student performance in parts. For the part of the question where the students evaluated the interest rate risk, average student performance was 26%. The portion of the question assessing whether students were able to use interest-rate swaps to mitigate this interest-rate risk was on average 45%. The portion of the question assessing whether students were able to use FRAs to mitigate this risk was 38%. The portion of the question assessing whether students were able to use Eurodollar futures to mitigate this risk was 39%.

Clearly, this student performance is less than satisfactory. Part of the issue may be that the test was constrained to two hours because many students had an exam in another class starting at 7:50pm (I became aware that this other class started at 7:50pm rather than 8pm the day of the final exam.) Another issue was that I had discussed the example on hedging interest rate risk on the last day of the class, a day when student learning tends to be at a minimum.

Actions will be taken to address the problems uncovered by this assessment, although it will take more time than just one quarter to work out how best to do so. During Spring quarter, I did to discuss interest-rate swaps that include adding basis points to the interest-rate swap as students' inability to work with basis points was one of the reasons they did so poorly on being able to manage the interest rate risk. Also, over time I plan to integrate more hands-on risk management into the class. Prior to this assessment, the textbooks and I have discussed the risk management issues in a more abstract or theoretical approach.

At the end of June 2011, the Finance faculty met to discuss the results of this assessment. We agreed that expecting our students to be able to apply interest-rate derivatives to banks without their having a bank financial management class is too high of an expectation. On the other hand, we all were concerned with the students' inability to use options to guarantee a minimum price for the stock they owned. We agreed that I should continue investigating what is causing this difficulty. At the end of Spring 2011 quarter, I informally asked students a similar question in class. I found the Spring students' responses to be very similar to the Winter students' responses. This was true even though the Spring class was a smaller class where students overall seemed to be learning quite well. Because I asked the question informally rather than in a test, I then was able to probe students for the reason for their difficulty to answer the question correctly. An hypothesis I have formed is that at the end of the quarter, we spend a large amount of time discussing the theory behind the Binomial Options Pricing Model. That theory is quite convoluted. As a result, a hypothesis that needs to be investigated is whether the learning of the BOPM actually interferes with students understanding the more basic use of options for hedging a stock portfolio. During the 2011-2012 academic year, I intend to investigate this hypothesis as well as integrate more hands-on work with options for basic hedging purposes. During Summer 2011, two students took a directed study in FINC434. Included in that directed study was a hands-on assignment of using options to guarantee a minimum price for stock. That assignment was partially successful, but I also learned that I need to better communicate the assignment to students.

# Assessment Plan and Report

Academic Year 2011-2012

Department/Program of Study: Finance

Submitted by: David Eagle

Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2011	
Conduct process	2011-12 academic year	
Submit findings	6th Friday Spring 2012	

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Our Finance Graduates will understand and be able to apply the time value of money.	Since the time value of money (TVM) is such an important learning objective, this year we will assess this objective in several classes: FINC335, FINC435, and FINC431. In FINC335, we will assess whether students have learned the TVM principles from that class. For FINC431, we will assess whether students coming in have TVM knowledge and skills. For FINC435, we will assess whether students have further developed their TVM principles	The tenured finance faculty will develop five questions and a rubric to grade those five questions. Those five questions should be included in every FINC335 class taught in Winter 2012. Those same five questions also should be included in a quiz administered in FINC431 one week into the Winter Quarter; on the first day of that quarter, the instructor of FINC431 should announce the topics that could be covered in that quiz. For FINC435, another five questions but similar in difficulty should be included in the final exam. The finance faculty will meet to discuss the assessment results before Fall 2012.	A rubric will be developed for each of these questions. Performance characteristics would include, but not be limited to, (i) getting the correct decisions, (ii) interpreting the results appropriately, (iii) and applying TVM principles correctly. The rubric should allow for partial credit.	For each question being assessed, the finance faculty will determine a percentage for each performance characteristic. with 100% being the highest and 0% being the lowest, and the total of all the rubric characteristics for each question adding up to 100%.	At least 75% of the students taking the final exam in Winter 2012 for both FINC335 and FINC435 will receive at least 75% overall for the assessment questions. Also, the FINC435 student will perform significantly higher than the FINC335 students. At least 75% of the students taking the quiz in Winter 2012 in FINC335 will receive at least 75% for the questions being assessed.

## Assessment Report

7 Observations from Summary Data	8 Conclusions about Student Learning	9 Actions Recommended Based on Observations	10 Plan and Timetable for Taking Action	11 Overall Reflection on Assessment
<p>FINC335: 80% of students could determine monthly mortgage payment. 71% could determine monthly saving required to meet future goal 38% could determine how many months to pay off a loan.</p> <p>FINC435: (at beginning of course) 87% could determine the monthly car payment 100% could determine the present value of a lump sum. 74% could determine the present value of an ordinary perpetuity 35% could determine how many months to pay off a loan. 0% could determine the effective annual rate 61% could determine the future value of a savings plan. 65% could determine the future value of a lump sum when the interest rate changes in midstream. 65% could determine present value of cash flows on a time line. 17% could determine the future value of cash flows on a time line.</p>	<p>Students are learning many of the principles of the time value of money. However, after just FINC335, students still are struggling with distinguishing present value of an annuity from the future value of an annuity as to which applies in any particular situation. Also, students are not learning about Effective Annual rates in FINC335 or not retaining that knowledge. Students need more practice determining future value of a series of different cash flows that are given either in a table or on a time line.</p>	<p>In FINC435 students need to practice doing both present value and future value of cash flows that are either given on a time line or in a table (especially future value). FINC435 should also emphasize the Effective Annual Rate (EAR), which it already does. Students in FINC435 also need to practice more annuity problems where they have to determine whether they need to think in terms of present value or future value.</p>	<p>FINC435 already does most of the things discussed in column 9 except one area. That area concerns students developing their proficiency in distinguishing present value from future value of an annuity. Also, at the end of the Fall quarter, the FINC435 class should be reassessed concerning the three areas identified.</p>	<p>The finance faculty are not working well together concerning doing the assessment. Part of the fault is with the assessment coordinator for neglecting to fully remind the other faculty of their responsibilities for assessment that year. However, the other finance faculty do need to take some responsibility too so that we act like a team rather than the assessment coordinator having all the responsibility for drafting the assessment plans, making sure the assessment is done, and writing the assessment report.</p>

The Finance Assessment Plan was for the assessments to be done in three different classes during the winter quarter of 2012. However, the assessment coordinator, David Eagle, was on sabbatical that quarter. In the middle of the quarter, he did remind the department chair about the assessment, but that was the only reminder he did. For the FINC335 class that was supposed to be assessed, the instructor was ill during final week; as a result, the assessment was not completed; at least, the assessment was not compiled. For the FINC431 class, the assessment coordinator neglected to remind the instructor of FINC431 in Winter to do the assessment. Also, his reminder to the department chair concerning FINC435 was not strong enough to make it happen. As a result, in order to do an assessment report, David Eagle conducted a time-value-of-money assessment of the students beginning FINC435 during Fall 2012. He also went to his FINC335 final exam for Spring 2012 and compiled the performance data for those students. This was a good assessment of the time-value-of-money skills these finance students retained from when they took FINC335. However, the best assessment of what our finance graduate students will know about the time value of money will be an assessment embedded in the final exam for FINC435. We plan to do that at the end of fall quarter 2012.

# Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: Human Resources

Submitted by: Dr. David Terpstra

Action	Due Date	CAC Approval
Submit initial Assessment Plan (below)	4th Friday Spring Qtr 2008	<b>11/04/08</b>
Conduct process	2008-09 academic year	
Submit findings in Assessment Report (below)	4th Friday Fall 2009	

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Students should possess the knowledge and skills needed to effectively manage the compensation function.	This year's focus is on performance appraisal. Students will be expected to demonstrate their knowledge of the research literature regarding performance appraisal formats/methods. Students will also be expected to demonstrate their knowledge of the research literature regarding performance appraisal rating errors and biases.	Multiple choice questions regarding performance appraisal formats/methods and performance appraisal rating errors and Biases will be developed by HR faculty. These questions will be embedded in Exam #2 of HUMR 427 (Compensation).	<ol style="list-style-type: none"> <li>1. Knowledge of the research literature regarding performance appraisal formats/methods.</li> <li>2. Knowledge of the research literature regarding performance appraisal rating errors and biases.</li> </ol>	5 = Excellent (90-100) 4 = Above Average (80-89) 3 = Competent (70-79) 2 = Below Average (60-69) 1 = Poor (0-59)	80% of students will achieve an average rating of 3.0 or higher.

## Assessment Report

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
<ol style="list-style-type: none"> <li>1) 82% of students achieved an average of 3.0 or higher with regard to "Performance Characteristic" # 1.</li> <li>2) 85% of students achieved an average rating of 3.0 or higher with regard to "Performance Characteristic" # 2.</li> </ol>	Students exceeded the expectation standards for both "Performance Characteristics."  The students have demonstrated that they have adequate knowledge of the research literature regarding both performance appraisal methods, and performance appraisal rating errors and biases.	Based on the assessment data that was gathered, no major changes or actions are required.  However, HUMR instructors should continue to 'stay on top' of recent research in the area of performance appraisal.	HUMR instructors should continue to keep abreast of new research in the area of performance appraisal by reading the most recent issues of <u>Personnel Psychology</u> and the <u>Journal of Applied Psychology</u> .	The objectives are important for the HRM program, and assessment of these objectives should continue.

## 2009-10 Program Assessment Update

Department & Program: MGMT – Human Resources

submitted by: David Terpstra

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

Due to the multi-year aspect of the CBPA assessment process at the time, data for this report may have been gathered in 2008-2009. The CBPA assessment process itself was assessed in 2009-2010 and the cycle itself was changed to occur entirely within one academic year, beginning with 2010-2011.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
<p>Students should possess the knowledge and skills needed to effectively manage the compensation function.</p> <p>This year's focus is on performance appraisal. Students will be expected to demonstrate their knowledge of the research literature regarding performance appraisal formats/methods. Students will also be expected to demonstrate their knowledge of the research literature regarding performance appraisal rating errors and biases.</p>	<p>Multiple choice questions regarding performance appraisal formats/methods and performance appraisal rating errors and Biases will be developed by HR faculty. These questions will be embedded in Exam #2 of HUMR 427 (Compensation).</p> <p>Performance Characteristics – (1) Knowledge of the research literature regarding performance appraisal formats/methods. (2) Knowledge of the research literature regarding performance appraisal rating errors and biases.</p> <p>Scoring Levels –  5 = Excellent (90-100)  4 = Above Average (80-89)  3 = Competent (70-79)  2 = Below Average (60-69)  1 = Poor (0-59)</p>	<p>Expectation Standard -- 80% of students will achieve an average rating of 3.0 or higher.</p> <p>(1) 82% of students achieved an average of 3.0 or higher with regard to "Performance Characteristic" # 1.</p> <p>(2) 85% of students achieved an average rating of 3.0 or higher with regard to "Performance Characteristic" # 2.</p> <p>Students exceeded the expectation standards for both "Performance Characteristics."</p> <p>The students have demonstrated that they have adequate knowledge of the research literature regarding both performance appraisal methods, and performance appraisal rating errors and biases.</p>	<p>Based on the assessment data that was gathered, no major changes or actions are required.</p> <p>However, HUMR instructors should continue to 'stay on top' of recent research in the area of performance appraisal.</p>	<p>HUMR instructors should continue to keep abreast of new research in the area of performance appraisal by reading the most recent issues of <u>Personnel Psychology</u> and the <u>Journal of Applied Psychology</u>.</p>	<p>The objectives are important for the HRM program, and assessment of these objectives should continue.</p>

## 2009-10 Program Assessment Update

Department & Program: MGMT – Human Resources

submitted by: David Terpstra

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

Due to the multi-year aspect of the CBPA assessment process at the time, data for this report may have been gathered in 2008-2009. The CBPA assessment process itself was assessed in 2009-2010 and the cycle itself was changed to occur entirely within one academic year, beginning with 2010-2011.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
<p>Students should possess the knowledge and skills needed to effectively manage the compensation function.</p> <p>This year's focus is on performance appraisal. Students will be expected to demonstrate their knowledge of the research literature regarding performance appraisal formats/methods. Students will also be expected to demonstrate their knowledge of the research literature regarding performance appraisal rating errors and biases.</p>	<p>Multiple choice questions regarding performance appraisal formats/methods and performance appraisal rating errors and Biases will be developed by HR faculty. These questions will be embedded in Exam #2 of HUMR 427 (Compensation).</p> <p>Performance Characteristics – (1) Knowledge of the research literature regarding performance appraisal formats/methods. (2) Knowledge of the research literature regarding performance appraisal rating errors and biases.</p> <p>Scoring Levels –  5 = Excellent (90-100)  4 = Above Average (80-89)  3 = Competent (70-79)  2 = Below Average (60-69)  1 = Poor (0-59)</p>	<p>Expectation Standard -- 80% of students will achieve an average rating of 3.0 or higher.</p> <p>(1) 82% of students achieved an average of 3.0 or higher with regard to "Performance Characteristic" # 1.</p> <p>(2) 85% of students achieved an average rating of 3.0 or higher with regard to "Performance Characteristic" # 2.</p> <p>Students exceeded the expectation standards for both "Performance Characteristics."</p> <p>The students have demonstrated that they have adequate knowledge of the research literature regarding both performance appraisal methods, and performance appraisal rating errors and biases.</p>	<p>Based on the assessment data that was gathered, no major changes or actions are required.</p> <p>However, HUMR instructors should continue to 'stay on top' of recent research in the area of performance appraisal.</p>	<p>HUMR instructors should continue to keep abreast of new research in the area of performance appraisal by reading the most recent issues of <u>Personnel Psychology</u> and the <u>Journal of Applied Psychology</u>.</p>	<p>The objectives are important for the HRM program, and assessment of these objectives should continue.</p>

## Assessment Plan and Report

Academic Year 2011-2012

Department/Program of Study: Human Resources  
Submitted by: Dr. David E. Terpstra

Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2011	
Conduct process	2011-12 academic year	
Submit findings	6th Friday Spring 2012	

### Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Students should possess the knowledge required to effectively manage important aspects of the compensation function.	<p>This year's focus is on Pay-for-Performance (PFP) plans.</p> <p>Students will be expected to demonstrate their knowledge of the research literature regarding PFP plans.</p>	<p>Multiple choice questions regarding PFP plans will be developed by HR faculty.</p> <p>These questions will be embedded in Exam #2 of HUMR 427 (Compensation).</p>	1. Knowledge of the research literature regarding PFP plans.	<p>5 = Excellent (90-100)</p> <p>4 = Above average (80-89)</p> <p>3 = Competent (70-79)</p> <p>2 = Below average (60-69)</p> <p>1 = Poor (0-59)</p>	80% of students will achieve an average rating of 3.0 or higher

### Definitions/Instructions:

37. Learning Outcome Goal: One, or part of one, of a program's adopted learning outcome goals as published in catalog or other program.
38. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
39. Strategy/Method of Measurement: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
40. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of "x."
41. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
42. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

## Assessment Report

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
86% of students achieved an average rating of 3.0 or higher with regard to Performance Characteristic #1 (“Knowledge of the research literature regarding PFP plans”).	Students exceeded the expectation standards for Performance Characteristic #1.  The students have demonstrated that they have a good knowledge of the research literature regarding PFP plans.	Based on the assessment data that was gathered, no major changes or actions are required.  Human Resources instructors should continue to stay abreast of recent research in the area of PFP plans.	Human Resources instructors should continue to keep abreast of new research in the area of PFP plans by reading the most recent issues of <i>Personnel Psychology</i> and the <i>Journal of Applied Psychology</i> .	This objective is important for the Human Resources program, and assessment of this objective should continue.

### Definitions/Instructions:

43. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
44. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
45. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
46. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
47. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students’ subsequent knowledge/skills/abilities?

# Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: \_AIS/Management Information Systems\_

Submitted by: \_Stephen Shervais\_

Action	Due Date	CAC Approval
Submit initial Assessment Plan (below)	4th Friday Spring Qtr 2008	<b>11/04/08</b>
Conduct process	2008-09 academic year	
Submit findings in Assessment Report (below)	4th Friday Fall 2009	

## Assessment Plan

1	2	3	4	5	6
Learning Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
1(a) Graduates demonstrate appropriate levels of MIS technical skills in database	2 (b) Students will be able to create and link relational database tables, and build queries that can extract data from them	Questions on MISC 481 midterm and final for Fall and Winter quarters, AY0809	Given a description of a business situation, the student must properly draw an ERD of a set of tables, showing keys, attributes, relations and cardinalities.  Given an ERD, with keys, attributes, relations and cardinalities, the student can write an SQL query to extract specific information.	Students will be scored on the accuracy of their drawings, and on the effectiveness of their queries.  1 = poor, 2= adequate, 3 = excellent	60% of the students tested will score 2 or higher

## Assessment Report

7	8	9	10	11
Observations Summary Data	Conclusions about Student Learning	Actions Recommended Based on Observations	Plan for Action	Overall Reflection on Assessment
On the ERD question, 64% scored a 3, 18% scored a 2, 18% scored a 1  On the SQL query, 45% scored a 3, 36% scored a 2, 19% scored a 1	Students met our expectation standards in both areas.  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 differences in teaching approaches among instructors, that need to be addressed.	The instructors who teach DB skills should coordinate how these topics are presented in different classes.  More lecture time and homework in MISC 481 should be devoted to SQL skills.  Review our assessment policies to see if we should refine the scoring.  We need to identify those who are having problems earlier and give them additional instruction.	Spring 2009, meet and coordinate DB instruction.  Fall 2009, implement decisions on DB instruction.	This was our first use of quantified expectation standards. One problem encountered was the fact that the way the tests are presented (online and paper mix) makes it difficult to assess performance across the classroom on a single question. The objectives tested are core skills for MIS professionals and should continue to be assessed periodically.

## Grading Rubric for Technical Database Skills

Grade	Entity Relationship Diagram	SQL Query
<b>3 Excellent</b>	All appropriate business entities are displayed and named correctly. Relations are correct, and their cardinalities are accurate. The relationships are at an appropriate level of normalization. If hand-drawn, the symbology is correct for the methodology (e.g. Gane and Sarsen) specified	Query can be run as written out
<b>2 Adequate</b>	Given a short description, the student is able to create an ERD that captures the business relationships in a readable fashion. All entities are included and properly named. Relationships are correct and most cardinalities are correct, but the ERD may not be totally normalized	Query is correct, with minor errors in nesting and parentheses
<b>1 Poor</b>	The relationships bear little or no resemblance to the business situation described. Few of the relations are correct and many of the entities are misnamed. Most cardinalities are wrong. No attempt at normalization.	Query bears little or no resemblance to the query actually needed to extract the data required

## 2009-10 Program Assessment Update

Department & Program: AIS -- Management Information Systems

submitted by: Stephen Shervais

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
2. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
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4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

Due to the multi-year aspect of the CBPA assessment process at the time, data for this report may have been gathered in 2008-2009. The CBPA assessment process itself was assessed in 2009-2010 and the cycle itself was changed to occur entirely within one academic year, beginning with 2010-2011.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
<p>Graduates demonstrate appropriate levels of MIS technical skills in database</p> <p>Students will be able to create and link relational database tables, and build queries that can extract data from them</p>	<p>Questions on MISC 481 midterm and final for Fall and Winter quarters, AY0809</p> <p>Given a description of a business situation, the student must properly draw an ERD of a set of tables, showing keys, attributes, relations and cardinalities.</p> <p>Given an ERD, with keys, attributes, relations and cardinalities, the student can write an SQL query to extract specific information.</p> <p>Students will be scored on the accuracy of their drawings, and on the effectiveness of their queries.</p> <p>1 = poor, 2= adequate, 3 = excellent</p>	<p>Expectation Standard -- 60% of the students tested will score 2 or higher</p> <p>On the ERD question: 64% scored a 3, 18% scored a 2, 18% scored a 1</p> <p>On the SQL query: 45% scored a 3, 36% scored a 2, 19% scored a 1</p> <p>Conclusion – Students met our expectation standards in both areas. 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 differences in teaching approaches among instructors, that need to be addressed.</p>	<p>The instructors who teach DB skills should coordinate how these topics are presented in different classes.</p> <p>More lecture time and homework in MISC 481 should be devoted to SQL skills.</p> <p>Review our assessment policies to see if we should refine the scoring.</p> <p>We need to identify those who are having problems earlier and give them additional instruction.</p>	<p>Spring 2009, meet and coordinate DB instruction.</p> <p>Fall 2009, implement decisions on DB instruction.</p>	<p>This was our first use of quantified expectation standards. One problem encountered was the fact that the way the tests are presented (online and paper mix) makes it difficult to assess performance across the classroom on a single question. The objectives tested are core skills for MIS professionals and should continue to be assessed periodically.</p>

Department/Program of Study:  AIS/MIS

Submitted by:  Stephen Shervais

Action	Due Date	CAC Approval
Submit initial Assessment Plan (below)	Fall 2010	
Conduct process	2010-2011 academic year	
Submit findings in Assessment Report (below)	Spring 2011	

**Assessment Plan**

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Graduates demonstrate appropriate levels of programming skills	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.	Questions on the MISC 481 final exam for Fall and Winter quarters of 2010/2011	Given a description of a business requirement, students will write a pseudocode description of what the programming solution would look like.	Students will be scored on the appropriateness of their solution and the structure of their pseudocode.  1=poor 2=adequate 3=excellent	60% of the students will score 2 or higher.

**Definitions/Instructions:**

1. Learning Outcome Goal: One, or part of one, of a program’s adopted learning outcome goals as published in catalog or other program.
2. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
3. Strategy/Method of Measurement: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
4. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of “x.”
5. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
6. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

**Assessment Report**

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
Due to records-keeping oversight, we were forced to use final grades in the programming class as the measuring device. Translated into our three-point system we found that:  38% scored above a 2.5, 57% scored 2.0-2.5, and only 5% scored below a 2.0 on our 1-3 scoring model.	There was a clear break between the top group (min score 2.65) and the second group (max score 2.40). This implies that, 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.	We are planning on revamping the MIS curriculum using guidance from the AIS/ACM model curriculum. As part of this process we should pay closer attention to how we introduce newcomers to programming.	Any new approaches should be in place by Fall 2013.	Given the high scoring, we probably set our sights too low. The next time this is tested, most likely with the revised curriculum, we should hold the students to a higher standard in this area.

**Definitions/Instructions:**

7. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
8. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
9. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
10. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
11. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?

## Assessment Plan and Report

Academic Year 2011-2012

Department/Program of Study: AIS/MIS

Submitted by: Stephen Shervais

Action	Due Date	CAC Approval
Submit initial Assessment Plan (below)	Fall 2011	
Conduct process	2011-2012 academic year	
Submit findings in Assessment Report (below)	4th Friday Spring 2012	

### Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Graduates demonstrate appropriate levels of technical business communications skills	Graduates will be able to write documents that support business decision-making on technical matters.	Homework assignments during the Winter Quarter, 2012. Students will be given vendor responses to a real-life EWU RFP, will evaluate them based on a standard set of criteria, and will write a business recommendation as to which vendor to chose.	Given a set of technical documents requiring a recommendation for a business decision, students will present their evaluation of the documents in a form usable by a non-technical business decision-maker.	Students will be scored on how well they articulate their decision and the reasons for that decision. Scoring will be on a 10 point scale, with 10 being the highest.	60% of the students will score 6 or higher.

### Assessment Report

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>Four of 13 students (30%) scored 6 or higher. Five (38%) scored between 5 and 6. The average score was 5.3.</p> <p>Most students provided a good qualitative discussion of the RFP requirements, and many of them led off the discussion with a firm conclusion, backed up later. Where they fell down was in their ability to write in short, declarative sentences and in the fact that fewer than half of them included a</p>	<p>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.</p> <p>The fact that so many students were within one point or less of meeting the standard is encouraging. The skills required here are not as complex as the standard writing skills they are built on top of. We would expect that a</p>	Expand the lecture content dealing with technical communication and the needs of business decision makers.	New content will be incorporated into the next iteration of this course, in the Fall of 2012	The skills evaluated are crucial to the effectiveness of a business MIS person. The assessment technique is minimalist (one assignment) but appears to capture the various dimensions of the problem. The methodology allows individual aspects of the problem to be assessed, and so appears to satisfy requirements for assesment.

<p>meaningful discussion of price issues.</p> <p>In all but one or two instances, the students demonstrated a mastery of the actual writing process, producing meaningful sentences that followed the standard rules of grammar</p>	<p>proper emphasis on the business side of technical business communications would bring scores up and allow standards to be raised.</p>			
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**Definitions/Instructions:**

12. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
13. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
14. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
15. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
16. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?

# Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: Marketing

Submitted by: Damon Aiken

Action	Due Date	CAC Approval
Submit initial Assessment Plan (below)	4th Friday Spring Qtr 2008	<b>11/04/08</b>
Conduct process	2008-09 academic year	
Submit findings in Assessment Report (below)	4th Friday Fall 2009	

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Collect, analyze, interpret and report market data.	Students will be able to: 1) effectively collect qualitative data via personal depth interview 2) identify the strengths and weaknesses of data collection via focus groups and surveys 3) analyze, interpret, and report market data using SPSS statistical software.	The instructor will: 1) gather all homework assignments (dealing with personal depth interviews) 2) embed one short answer test question dealing with strengths and weaknesses of data collection via focus groups and surveys 3) gather all homework assignments dealing with using SPSS to run t-tests and ANOVA.	Aspects indicative of performance in the three corresponding areas are: 1) students will effectively communicate (in writing) the details and findings of his/her personal depth interview 2) students will effectively delineate in writing (short-answer format) the strengths and weaknesses of data collection via focus groups and surveys 3) students will turn in results from statistical tests using SPSS; further, they will effectively interpret and communicate (in writing) the results (including significance levels) and appropriate conclusions to be drawn from their findings.	1) For personal depth interviews: 5 = Excellent 4 = Proficient 3 = Competent 2 = Needs Improvement 1 = Poor 2) For short-answer test question: Point values are determined at start of each class for tests. 3) For statistical homework assignments: 5 = Excellent 4 = Proficient 3 = Competent 2 = Needs Improvement 1 = Poor (See attached rubric)	1) Data Collection via depth interview – 75 % of assignments will achieve a mean of 3 or higher. 2) Short answer test question – 75% of students will achieve at least a 75% score (specific point values change from qtr to qtr). 3) Data analysis, interpretation and reporting – 75% of students will attain a mean score of 3 or higher.

## Assessment Report

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
1. Students excelled in qualitative assignment (conducting depth interviews - mean of 92.2 out of 100) <u>and</u> in test question regarding qualitative techniques (80% scored above 75%, with a class mean of 4.3 out of 5.0 on the specific test question)  2. Students faltered in their data analyses assignment (mean of 86 out of 100). Notably, they have trouble interpreting and reporting statistical findings. Furthermore,	1. Students are mostly proficient in qualitative research and techniques.  2. Many students, it seems, can run the appropriate statistical tests (using stats software), they have difficulties	1. Continue with qualitative lessons and assignments.  2. Provide examples of written reports of data analyses immediately in class and in articles to take home. Also, insert written	1. N/A  2. Winter 2010 – change lecture PP slides and find written reports/articles to use for handouts. Spring 2010 - implement	Statistical techniques and analyses are more difficult for students to learn/retain. We need to find a way to more effectively teach this difficult area, we need to perhaps start earlier in the quarter, and



## 2009-10 Program Assessment Update

Department & Program: MGMT -- Marketing

submitted by: Damon Aiken

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

1. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
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3. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
4. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
5. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
6. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

Due to the multi-year aspect of the CBPA assessment process at the time, data for this report may have been gathered in 2008-2009. The CBPA assessment process itself was assessed in 2009-2010 and the cycle itself was changed to occur entirely within one academic year, beginning with 2010-2011.

1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective
<p>Collect, analyze, interpret and report market data.</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1) effectively collect qualitative data via personal depth interview</li> <li>2) identify the strengths and weaknesses of data collection via focus groups and surveys</li> <li>3) analyze, interpret, and report market data using SPSS statistical software.</li> </ol>	<p>The instructor will:</p> <ol style="list-style-type: none"> <li>1) gather all homework assignments (dealing with personal depth interviews)</li> <li>2) embed one short answer test question dealing with strengths and weaknesses of data collection via focus groups and surveys</li> <li>3) gather all homework assignments dealing with using SPSS to run t-tests and ANOVA.</li> </ol> <p>Performance Characteristics – Aspects indicative of performance in the three corresponding areas are:</p> <ol style="list-style-type: none"> <li>1) students will effectively communicate (in writing) the details and findings of his/her personal depth interview</li> <li>2) students will effectively delineate in writing (short-answer format) the strengths and weaknesses of data collection via focus groups and surveys</li> <li>3) students will turn in results from statistical tests using SPSS; further, they will effectively interpret and communicate (in writing) the results (including significance levels) and appropriate conclusions to be drawn from their findings.</li> </ol> <p>Scoring Levels –</p> <ol style="list-style-type: none"> <li>1) For personal depth interviews: <ul style="list-style-type: none"> <li>5 = Excellent</li> <li>4 = Proficient</li> <li>3 = Competent</li> <li>2 = Needs Improvement</li> <li>1 = Poor</li> </ul> </li> <li>2) For short-answer test question: Point values are determined at start of each class for tests.</li> <li>3) For statistical homework assignments: <ul style="list-style-type: none"> <li>5 = Excellent</li> <li>4 = Proficient</li> <li>3 = Competent</li> <li>2 = Needs Improvement</li> <li>1 = Poor</li> </ul> </li> </ol>	<p>Expectation Standard – 1) Data Collection via depth interview – 75 % of assignments will achieve a mean of 3 or higher.</p> <p>2) Short answer test question – 75% of students will achieve at least a 75% score (specific point values change from qtr to qtr).</p> <p>3) Data analysis, interpretation and reporting – 75% of students will attain a mean score of 3 or higher.</p> <ol style="list-style-type: none"> <li>1. Students excelled in qualitative assignment (conducting depth interviews - mean of 92.2 out of 100) <u>and</u> in test question regarding qualitative techniques (80% scored above 75%, with a class mean of 4.3 out of 5.0 on the specific test question)</li> <li>2. Students faltered in their data analyses assignment (mean of 86 out of 100). Notably, they have trouble interpreting and reporting statistical findings. Furthermore, the mean of the specific test question dealing with statistical interpretation was a 3.8 out of 5.0. Only 66% of students scored above the 75% threshold.</li> </ol> <p>Conclusions – 1. Students are mostly proficient in qualitative research and techniques.</p> <p>2. Many students, it seems, can run the appropriate statistical tests (using stats software), they have difficulties both interpreting and reporting statistical findings.</p>	<ol style="list-style-type: none"> <li>1. Continue with qualitative lessons and assignments.</li> <li>2. Provide examples of written reports of data analyses immediately in class and in articles to take home. Also, insert written analyses into lectures.</li> </ol>	<p>Winter 2010 – change lecture PP slides and find written reports/articles to use for handouts.</p> <p>Spring 2010 - implement</p>	<p>Statistical techniques and analyses are more difficult for students to learn/retain. We need to find a way to more effectively teach this difficult area, we need to perhaps start earlier in the quarter, and we need to get them more practice.</p>

**Assessment Plan and Report**

Academic Year 2010-2011

Department/Program of Study: Marketing

Submitted by: Drs. Vince Pascal and Damon Aiken

Action	Due Date	Signature	CAC Approval
Submit initial plan	2 <sup>nd</sup> Friday Fall Qtr 2010		
Conduct process	2010-11 academic year		
Submit findings	4th Friday Spring 2011		

**Assessment Plan**

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
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.	<p>Select and apply Segmentation Base(s) to break down a market into viable segments.</p> <p>Develop in-depth Target Market Description</p> <p>Design strategies &amp; tactics appropriate to the selected target market(s)</p>	<p>In MKTG 412: Students develop a written marketing plan in which they will be required to correctly identify and develop at least one marketing mix strategy in accordance with objectives listed under Column 2. Each student will develop at least one strategy and its associated tactic(s) outlined in the plan.</p> <p>Two essay questions will be presented in Exam 2 which will require individual students to correctly identify and justify the basis for selecting marketing strategies relevant to a marketing mix.</p> <p>In MKTG 417: A final written case will require individual students to analyze the marketing mix and present strategic recommendations.</p>	<p>MKTG 412: Target market adequately described in the marketing plan.</p> <p>Position statement adequately specified.</p> <p>Marketing strategies appropriately developed around the 4Ps with specific detail for their implementation and sufficiently articulated in a marketing plan report.</p>	<p>MKTG 412: <u>MKTG Plan</u> 5 = Excellent 4 = Good 3 = Competent 2 = Weak 1 = Poor</p> <p><u>Essay Question</u> 18 = Excellent 16 = Good 14 = Competent 12 = Poor 10 ≤ Failed</p> <p>MKTG 417: <u>MKTG Case</u> 100 = Excellent 90 = Good 80 = Competent 70 = Weak 60 = Poor</p>	<p>MKTG 412: 90% of marketing plans will rate a 3 or better on the Target Market and Strategies and Tactics sections of the plan</p> <p>80% of the students will receive a 14 or higher on the exam questions concerning planning and marketing mix strategies.</p> <p>MKTG 417: 90% of cases will rate an 80 or better.</p>

## **Definitions/Instructions:**

48. Learning Outcome Goal: One, or part of one, of a program's adopted learning outcome goals as published in catalog or other program.
49. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
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51. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of "x."
52. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
53. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

# Assessment Plan and Report

Academic Year 2011-2012

Department/Program of Study: Marketing

Submitted by: Dr. Vince Pascal

Action	Due Date	Signature	CAC Approval
Submit initial plan	2 <sup>nd</sup> Friday Fall Qtr. 2011		
Conduct process	2011-12 academic year		
Submit findings	4th Friday Spring 2012		

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
The student will be able explain and apply consumer behavior concepts and their implications for marketing strategy and practice	<p>Correctly identify the application of various consumer behavior concepts utilized in the marketplace.</p> <p>Correctly identify and site specific examples of consumer behavior precepts as integrated into the marketing strategy of companies found within the marketplace.</p>	<p>In MKTG 400 students will participate in a project requiring them to recognize, specify and critique specific examples of consumer behavior principles utilized in current marketing practice.</p> <p>Three exams will be given in which student must correctly identify and explain consumer behavior theory and its application in marketing strategy.</p>	<p>Consumer behavior concepts correctly identified and explained with relevant examples provided within the CB Project Report.</p> <p>CB theory correctly identified and explained.</p> <p>Correctly answer questions regarding CB theory and application in three exams administered during the quarter.</p>	<p><u>CB Project Report</u> 100 = Excellent 90 = Good 80 = Competent 70 = Weak 60 = Poor</p> <p><u>Exam Performance</u> 100 = Excellent 90 = Good 80 = Competent 70 = Weak 60 = Poor</p>	<p>90% of student will receive an 80 % or better on the CB Project Report.</p> <p>90% of student will average an 80% or better across the three CB exams taken.</p>

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## Assessment Report

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>Students met the standard regarding the first assessment standard in that 92% of student received a score of 80% or better on the course project report.</p> <p>Students did not meet the standard regarding the second assessment standard in that 82% of student achieved an average of 80% or better across the three CB exams administered during the course. There was an overall average of 86% for the three exams across two assessment periods.</p> <p>Of note is that one CB class met the expectation standards although this was a much smaller class than usual (summer quarter) and involved only marketing majors as self-reported by students.</p>	<p>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. Further analysis is not possible as students' major are not provided with enrollment.</p>	<p>Based upon the previous reported observations an assessment as to what CB areas (based upon missed test questions) that students have most problems with has been conducted. As a result two additional in-class exercises have been added to the course to see if this will further enhance student understanding and application of the targeted CB concept.</p> <p>No changes are planned regarding the CB project.</p>	<p>The two exercises will be integrated into the next scheduled CB class (Fall 2012) with the results assessed immediately following.</p>	<p>Assessment continues to provide useful data as to learning goals. Note, one might wonder if any particular results represent an artifact of a particular student cohort.</p>

### Definitions/Instructions:

7. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
8. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
9. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
10. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
11. Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?

Department/Program of Study: \_\_\_\_\_OPSM\_\_\_\_\_

Submitted by: \_\_\_Patricia Nemetz Mills\_\_\_\_\_

Action	Due Date	Signature	CAC Approval
Submit initial plan	4th Friday Spring Qtr 2008		
Conduct process	2008-09 academic year		
Submit findings	4th Friday Fall 2009		

**Assessment Plan**

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
#3 of Goals— Apply operations management concepts to solve operations management problems such as related to planning, scheduling the supply chain, and quality management	The focus of this year’s evaluation is on strategy, process, and inventory management assessment. Students are expected to apply 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	Observe oral or written reports of cases analyses. Collect a sample of written cases from OPSM 425, and observe at least two case presentations. Use evaluation from at least 2 faculty members if possible.	Problem ID/Symptom Summary/Diagnosis  Decide Relevant Theory/Analysis to be Used/ Define Assumptions  Use Theory to Analyze the Problem  Develop Alternatives or Solution  Evaluate Alternatives  Select Alternative/Make Recommendation/ Interpret Solution/ Draw Conclusion	Rubric:  1 = Not Adequate  2= Marginal  3= Adequate  4= Very Well Done	75% of students should score 3 or better.

**Definitions/Instructions:**

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## Assessment Report

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Observations from Summary Data	Conclusions about Student Learning	Actions Recommended Based on Observations	Plan and Timetable for Taking Action	Overall Reflection on Assessment												
<p>Five written cases from each of 3 due dates were analyzed. The results show:</p> <table style="margin-left: 40px;"> <thead> <tr> <th style="text-align: left;">Date</th> <th style="text-align: center;">No. at 3.0+</th> <th style="text-align: center;">% at 3.0+</th> </tr> </thead> <tbody> <tr> <td>2/4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">60%</td> </tr> <tr> <td>2/10</td> <td style="text-align: center;">4</td> <td style="text-align: center;">80%</td> </tr> <tr> <td>2/25</td> <td style="text-align: center;">5</td> <td style="text-align: center;">100%</td> </tr> </tbody> </table> <p>There are steady improvements as students learned to master case analysis as explained in class and identified in the grading rubric</p>	Date	No. at 3.0+	% at 3.0+	2/4	3	60%	2/10	4	80%	2/25	5	100%	<p>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 dates showed improvement. On the date 2/10, I believe all students were capable of performing the analysis properly, but the one who did not was a student who was stretched thin by enrolling in a large number of credits and who neglected work in this class on that date. After discussing it with him, he improved.</p>	<p>Students who take operations management electives are generally among the brightest and most dedicated students at the university. They need very little cajoling to perform at a high standard. 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, I find most of them seek guidance and willingly follow advice to improve their performance.</p>	<p>Continue as completed so far. Class not offered again until next year.</p>	<p>The small class size and strong academic ability of most students taking operations management electives results in an overall high performance level. I don't believe the results would be as favorable with a more general student population. There were two students in this group who were a bit weak academically, but they were highly motivated and sought out help to understand my expectations. They sought clarifications about the course material when needed. I spent about 2 hours a week helping them at the beginning of the course and explained that they needed to gain confidence by working on their own by mid-quarter. They did so tentatively at first, then finished with very strong self-efficacy at the end.</p>
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## 2009-10 Program Assessment Update

Department & Program: MGMT – Operations Management

submitted by: Patricia Nemetz Mills

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

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1. Student Learning Outcome	2. Strategy or method of measurement	3. Observations gathered from data	4. Actions recommended based on observations	5. Plan and timetable for taking action	6. Overall evaluation of progress on objective												
<p>#3 of Goals— Apply operations management concepts to solve operations management problems such as related to planning, scheduling the supply chain, and quality management</p> <p>The focus of this year's evaluation is on strategy, process, and inventory management assessment. Students are expected to apply 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</p>	<p>Observe oral or written reports of cases analyses. Collect a sample of written cases from OPSM 425, and observe at least two case presentations. Use evaluation from at least 2 faculty members if possible.</p> <p>Performance Characteristics -- Problem ID/Symptom Summary/Diagnosis</p> <p>Decide Relevant Theory/Analysis to be Used/ Define Assumptions</p> <p>Use Theory to Analyze the Problem</p> <p>Develop Alternatives or Solution</p> <p>Evaluate Alternatives</p> <p>Select Alternative/Make Recommendation/ Interpret Solution/ Draw Conclusion</p> <p>Scoring Levels – Rubric: 1 = Not Adequate, 2= Marginal, 3= Adequate, 4= Very Well Done</p>	<p>Expectation Standard -- 75% of students should score 3 or better.</p> <p>Five written cases from each of 3 due dates were analyzed. The results show:</p> <table border="1" data-bbox="821 472 1066 623"> <thead> <tr> <th>Date</th> <th>No. at 3.0+</th> <th>% at 3.0+</th> </tr> </thead> <tbody> <tr> <td>2/4</td> <td>3</td> <td>60%</td> </tr> <tr> <td>2/10</td> <td>4</td> <td>80%</td> </tr> <tr> <td>2/25</td> <td>5</td> <td>100%</td> </tr> </tbody> </table> <p>There are steady improvements as students learned to master case analysis as explained in class and identified in the grading rubric</p> <p>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 dates showed improvement. On the date 2/10, I believe all students were capable of performing the analysis properly, but the one who did not was a student who was stretched thin by enrolling in a large number of credits and who neglected work in this class on that date. After discussing it with him, he improved.</p>	Date	No. at 3.0+	% at 3.0+	2/4	3	60%	2/10	4	80%	2/25	5	100%	<p>Students who take operations management electives are generally among the brightest and most dedicated students at the university. They need very little cajoling to perform at a high standard. 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, I find most of them seek guidance and willingly follow advice to improve their performance.</p>	<p>Continue as completed so far. Class not offered again until next year.</p>	<p>The small class size and strong academic ability of most students taking operations management electives results in an overall high performance level. I don't believe the results would be as favorable with a more general student population. There were two students in this group who were a bit weak academically, but they were highly motivated and sought out help to understand my expectations. They sought clarifications about the course material when needed. I spent about 2 hours a week helping them at the beginning of the course and explained that they needed to gain confidence by working on their own by mid-quarter. They did so tentatively at first, then finished with very strong self-efficacy at the end.</p>
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# Assessment Plan and Report

Academic Year 2010-2011

Department/Program of Study: OPSM

Submitted by: Patricia Nemetz Mills

Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2011	
Conduct process	2011-11 academic year	
Submit findings	6th Friday Spring 2011	

## Assessment Plan

1 Learning Outcome Goal	2 Objective	3 Strategy/Method of Measurement	4 Performance Characteristics	5 Scoring Levels	6 Expectation Standard
Know the vocabulary of the operations management discipline.	To know current vocabulary in operations management discipline, specifically, supply management and quality management vocabulary	Students take an objective test within the OPSM 428 and the OPSM 441 class. Vocabulary items are embedded in the tests. Scores for embedded vocabulary items will be selected out for analysis	.Students must answer each item correctly	1=correct 0=incorrect	Eighty percent of students should score 80% correct or better.

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7	8	9	10	11																																										
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<p><b>OPSM 441</b> Students (4 total)</p> <table border="0"> <tr> <td>% Correct</td> <td>No.</td> </tr> <tr> <td>&lt;70%</td> <td>1</td> </tr> <tr> <td>70-79%</td> <td>1</td> </tr> <tr> <td>80-89%</td> <td>1</td> </tr> <tr> <td>90-100%</td> <td>1</td> </tr> </table> <p>Other Majors</p> <table border="0"> <tr> <td>% Correct</td> <td>No.</td> </tr> <tr> <td>&lt;70%</td> <td>1</td> </tr> <tr> <td>70-79%</td> <td>9</td> </tr> <tr> <td>80-89%</td> <td>17</td> </tr> <tr> <td>90-100%</td> <td>4</td> </tr> </table> <hr/> <table border="0"> <tr> <td>Total</td> <td>No.</td> </tr> <tr> <td>% Correct</td> <td>No.</td> </tr> <tr> <td>&lt;70%</td> <td>2</td> </tr> <tr> <td>70-79%</td> <td>10</td> </tr> <tr> <td>80-89%</td> <td>18</td> </tr> <tr> <td>90-100%</td> <td>5</td> </tr> </table> <p style="text-align: center;">35</p> <p>% Meeting Standard of 80% + = <math>23/35 = 66\%</math></p> <p><b>OPSM 428</b></p> <table border="0"> <tr> <td>% Correct</td> <td>No.</td> </tr> <tr> <td>&lt;70%</td> <td>5</td> </tr> <tr> <td>70-79%</td> <td>4</td> </tr> <tr> <td>80-89%</td> <td>7</td> </tr> <tr> <td>90-100%</td> <td>0</td> </tr> </table> <p style="text-align: center;">16</p>	% Correct	No.	<70%	1	70-79%	1	80-89%	1	90-100%	1	% Correct	No.	<70%	1	70-79%	9	80-89%	17	90-100%	4	Total	No.	% Correct	No.	<70%	2	70-79%	10	80-89%	18	90-100%	5	% Correct	No.	<70%	5	70-79%	4	80-89%	7	90-100%	0	<p><b>OPSM-441</b></p> <p>Students did not meet the standard. Had the standard been set lower, perhaps at 75%, the standard would have been met. (Many students in the 70% category scored 78 or 79%). However, the standard had been increased because it had been met at lower levels in years past. Of the students who did not reach 70%, one was an international student who had been counseled to consider a different major due to a lack of interest in the subject matter. His country did not allow him to change his major and keep the scholarship, so the instructor personally tutored him extensively. He scored considerably better on the final exam. The other student stated she consistently scored low on tests and did not seek extra help, but she did receive some motivational counseling from the instructor. Overall, students were given several vocabulary tasks in class and out of class in order to meet the high standard. They were given words and concepts to study, then were asked to complete a vocabulary worksheet in class while in groups. They were then given a set of related questions to complete for homework. Two reviews were given for homework in which</p>	<p><b>OPSM 441</b></p> <p>To meet a higher standard, students who score below 80% in the future will be given activities to practice on Blackboard, such as StudyMate games. They will also be required to write definitions in their own words for the items they missed until they achieve 100% correct. Approximately 10 items will be drawn from those missed (by the totality of students) and included on the final exam to determine if the students improved their knowledge</p> <p><b>OPSM 428</b></p> <p>The emphasis in the course has been on application of material rather than definition aspects. Although definition aspects are tested, this is only a minor portion of the course which may explain the low results. In the future a little more emphasis will be placed on the vocabulary.</p>	<p><b>OPSM 441</b></p> <p>This action will take place Spring 2012 in OPSM 441.</p> <p><b>OPSM 428</b></p> <p>This action will take place in Fall 2011 in OPSM 428</p>	<p>Vocabulary, its applications, and knowledge of how to use it for work purposes, is an important foundation for later critical thinking. Failure to grasp the meaning of vocabulary will not allow the use of knowledge at higher levels. Setting a high standard for vocabulary is a worthy goal if educators are to improve critical thinking and higher levels of learning.</p>
% Correct	No.																																													
<70%	1																																													
70-79%	1																																													
80-89%	1																																													
90-100%	1																																													
% Correct	No.																																													
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90-100%	5																																													
% Correct	No.																																													
<70%	5																																													
70-79%	4																																													
80-89%	7																																													
90-100%	0																																													

	<p>vocabulary words were included as part of the assignments.</p> <p><b>OPSM 428</b>  Students did not meet the standard. Data was not separated for OPSM students versus other students enrolled in the course. It is thus possible that the OPSM students performed within the standard.</p>			
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**Definitions/Instructions:**

- 71. Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
  - 72. Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
  - 73. Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
  - 74. Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
- Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge, skills, and abilities?

# Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: Management - General Business Option (Bellevue)

Submitted by: Wanthanee Limpaphayom

Action	Due Date	CAC Approval
Submit initial plan	4th Friday Spring Qtr 2008	
Conduct process	2008-09 academic year	
Submit findings	4th Friday Fall 2009	

## Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Know the vocabulary of the business disciplines	This objective is a knowledge content objective. Students are expected to know business vocabulary related to the main business functions of marketing, accounting, finance, operations management, and human resource management.	Measurement will be by students answering vocabulary-related objective questions on the Major Field Test*  *The ability to use this method is unknown at this time. Item analysis is being requested this year. If the analysis allows use of the MFT data for this purpose, it will be use. If not , a separate test will be developed.	1=correct 0=incorrect	Scoring is based on percent correct	70% of students are expected to score 70% correct or better.

## Assessment Report

7	8	9	10	11
Observations from Summary Data	Conclusions about Student Learning	Recommended Actions Based on Observations	Plan and Timetable for Taking Action	Overall Reflection on Assessment
<p>Students did not meet the standard. The percent of students scoring at or above certain percentages are shown below:</p> <p>&gt;80% correct = 0%                      &gt;70% correct = 9%                      &gt;60% correct = 50%                      &gt;50% correct = 82%                      &gt;40% correct = 95%                      &gt;30% correct = 100%</p> <p>22 students took the test in spring quarter 2009. All students were at Bellevue campus.</p> <p>Mean = 56%                      Max = 75%                      Min = 35%</p>	<p>It seemed that students learned better in some disciplines than others.</p> <p>The following is the breakdown by discipline, showing the number of questions that at least 70% of students answered the questions correctly (and percent correct).</p> <p><u>ACCT</u> 2/2 – 100% (82% and 73%)  <u>BUED</u> 1/1 -100% (73%)  <u>HUMR</u> 2/2 – 100% (95% and 91%)  <u>MGMT</u> 3/5 – 60% (100%, 82%, 77%, 64%, 23%)  <u>OPSM</u> 1/2 -50% (86% and 23%)  <u>FINC</u> 0/2 – 0% (27% and 14%)  <u>DSCI</u> 0/3 -0% (64%, 41%, and 5%)  <u>MKTG</u> 0/2 – 0% (50% and 0%)</p> <p>After further analyses, I believed that the stark contrasts may stem from two issues: First, the materials used in the test may be textbook-specific, or may not be covered consistently in all classes. Second, some test items might have come from elective classes. Students who did not select an elective from a certain group would have no exposure to that particular discipline other than the required core class.</p>	<p>There need to be an agreement on test items used in this test, specifically, to resolve or standardize the terminology and definition discrepancies.</p> <p>Re-examination of assessment methods for General Business option is needed in order to truly assess whether our students meet the program learning objectives.</p>	<p>Discussed the options to assess General Business options with faculty of Management Department during fall quarter 2009</p>	<p>The main difficulty of assessing the General Business option may lie in the fact that most students do not take the same classes. The option requires 2 classes, and 4 electives from 9 different groups. As a result, we may have a large group of students who only share 2 common classes, and nothing else beyond the core. (Note: one of the required course may be substituted with two other courses, reducing common classes to only one). Operations Management and Human Resource options both require 4 common classes for all students.</p>

# Spring 2009 MFT Add-On Questions

## Raw scores

Key	Johnsor	Wyatt	Nowak	Jendruh	Wong	Stoess	Smith	Lam	Smart	Wygant	Lopnow	Wang	Clark	Yount	Nelson	Hsu	Thew	McDevitt	Saenz	Prior	Searles	Won
C	1	1	1	D	1	1	1	D	1	A	1	D	1	1	1	1	1	1	1	1	1	1
D	2	1	A	1	A	1	1	1	A	1	1	1	B	1	1	A	C	1	1	1	1	1
A	3	1	1	1	C	1	1	1	D	1	1	D	B	1	X	1	B	1	1	1	1	1
D	4	1	1	B	1	1	C	C	C	1	B	C	1	C	C	1	C	1	1	1	1	1
A	5	1	C	B	C	B	C	C	C	C	C	1	C	B	C	1	C	C	B	1	C	1
D	6	C	C	C	C	C	C	C	A	C	A	C	C	1	C	C	1	C	C	1	A	C
C	7	1	1	1	1	1	1	1	D	1	1	1	1	1	1	1	1	1	1	1	1	1
C	8	1	1	1	1	1	1	1	1	1	1	1	1	B	1	1	1	B	1	1	1	1
B	9	A	1	1	1	1	1	D	1	1	1	1	A	1	1	1	1	A	1	1	1	1
B	10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
C	11	1	1	1	1	1	1	E	E	1	E	1	E	X	E	1	E	E	1	1	1	1
A	12	B	1	B	B	B	1	1	C	B	C	B	1	1	C	B	D	B	B	C	C	C
A	13	1	1	D	1	1	1	1	1	1	1	1	B	1	1	1	B	1	D	1	1	1
A	14	C	C	C	1	1	B	C	1	C	C	1	D	1	1	D	C	1	1	D	1	1
B	15	A	A	A	A	A	D	A	A	A	A	A	C	A	A	A	C	A	A	A	A	A
B	16	C	C	A	C	1	C	A	C	C	A	C	1	1	C	1	D	A	C	C	1	C
D	17	1	1	1	1	1	1	A	1	1	1	1	1	X	1	1	B	1	1	1	1	1
A	18	1	1	B	1	B	1	1	D	1	B	1	1	1	1	B	1	B	1	1	1	B
D	19	1	1	C	A	A	1	1	1	C	1	A	B	1	A	B	B	1	C	1	A	B
D	20	A	B	A	C	B	A	B	C	C	B	A	1	B	A	B	A	B	A	A	C	B
Total	13	13	8	11	13	13	9	8	11	10	11	11	12	10	12	7	12	10	14	15	12	13
Average	65%	65%	40%	55%	65%	65%	45%	40%	55%	50%	55%	55%	60%	50%	60%	35%	60%	50%	70%	75%	60%	65%
	11.27																					
	56.4%																					

1	Prior	75.00%			
2	Saenz	70.00%			
3	Johnson	65.00%			
4	Wyatt	65.00%			
5	Wong	65.00%			
6	Stoess	65.00%			
7	Won	65.00%			
8	Clark	60.00%			
9	Nelson	60.00%			
10	Thew	60.00%	Percent Higher		
11	Searles	60.00%	70	2	9.09%
12	Jendruh	55.00%	60	11	50.00%
13	Smart	55.00%	50	18	81.82%
14	Lopnow	55.00%	40	21	95.45%
15	Wang	55.00%	30	22	100.00%
16	Wygant	50.00%			
17	Yount	50.00%			
18	McDevitt	50.00%			
19	Smith	45.00%			
20	Nowak	40.00%			
21	Lam	40.00%			
22	Hsu	35.00%			

## Item analyses

Key	Johns	Wyat	Nowa	Jendr	Wong	Stoes	Smith	Lam	Smar	Wyg	Loppr	Wang	Clark	Younl	Nelsc	Hsu	Thew	McDe	Saen:	Prior	Searl	Won	Key	22	A	B	C	D	E	A	B	C	D	E	ACCT	Over 70%		
C	1	C	C	D	C	C	D	C	A	C	D	C	C	C	C	C	C	C	C	C	C	C	C	C	1	1	0	18	3	5%	0%	82%	14%		ACCT			
D	2	D	A	D	A	D	D	A	D	D	D	B	D	D	A	C	D	D	D	D	D	D	D	D	2	4	1	1	16	18%	5%	5%	73%		ACCT	100.0%		
A	3	A	A	A	C	A	A	A	D	A	A	D	B	A	X	A	B	A	A	A	A	A	A	A	A	3	16	2	1	2	73%	9%	5%	9%		BUED	100.0%	
D	4	D	D	B	D	D	C	C	C	D	B	C	D	C	C	D	C	D	D	D	D	D	D	D	D	4	0	2	7	13	0%	9%	32%	59%		LAW	0.0%	
A	5	A	C	B	C	B	C	C	C	C	C	A	A	C	B	C	A	C	C	B	A	C	A	A	5	6	4	12	0	27%	18%	55%	0%		FIN			
D	6	C	C	C	C	C	C	A	C	A	C	C	C	C	D	C	C	D	C	C	D	A	C	A	D	6	3	0	16	3	14%	0%	73%	14%		FIN	0.0%	
C	7	C	C	C	C	C	C	D	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	7	0	0	21	1	0%	0%	95%	5%		HUMR		
C	8	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	B	C	C	C	C	C	C	C	8	0	2	20	0	0%	9%	91%	0%		HUMR	100.0%	
B	9	A	B	B	B	B	D	B	B	B	B	A	B	A	B	B	B	A	B	B	B	B	B	B	B	9	4	17	0	1	18%	77%	0%	5%		MGMT		
B	10	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	10	0	22	0	0	0%	100%	0%	0%		MGMT		
C	11	C	C	C	C	C	E	E	C	E	C	E	X	E	C	E	E	C	C	C	C	C	C	C	C	11	0	0	14	0	0%	0%	64%	0%	32%	MGMT		
A	12	B	A	B	B	A	A	C	B	C	B	A	A	C	B	D	B	B	B	C	C	C	C	A	A	12	5	10	6	1	23%	45%	27%	5%		MGMT		
A	13	A	A	D	A	A	A	A	A	A	A	B	A	A	A	B	A	D	A	A	A	A	A	A	A	13	18	2	0	2	82%	9%	0%	9%		MGMT	60.0%	
A	14	C	C	C	A	A	B	C	A	C	C	A	D	A	A	A	D	C	A	A	D	A	A	A	A	14	11	1	7	3	50%	5%	32%	14%	0%	MKTG		
B	15	A	A	A	A	A	D	A	A	A	A	A	C	A	A	A	C	A	A	A	A	A	A	A	A	B	15	19	0	2	1	86%	0%	9%	5%		MKTG	0.0%
B	16	C	C	A	C	B	C	A	C	C	A	C	B	B	C	B	D	A	C	C	B	C	C	C	B	16	4	5	12	1	18%	23%	55%	5%		OPSM		
D	17	D	D	D	D	D	A	D	D	D	D	D	X	D	D	B	D	D	D	D	D	D	D	D	D	17	1	1	0	19	5%	5%	0%	86%		OPSM	50.0%	
A	18	A	A	B	A	B	A	A	D	A	B	A	A	A	B	A	A	B	A	A	B	B	B	B	A	A	18	14	7	0	1	64%	32%	0%	5%		DSCI	
D	19	D	D	C	A	A	D	D	D	C	D	A	B	D	A	B	B	D	C	D	A	B	A	A	D	19	6	4	3	9	27%	18%	14%	41%		DSCI		
D	20	A	B	A	C	B	A	B	C	C	B	A	D	B	A	B	A	B	A	A	C	B	B	B	D	20	9	8	4	1	41%	36%	18%	5%		DSCI	0.0%	

## 2009-10 Program Assessment Update

Department & Program: MGMT -- General Business Option (Bellevue)

submitted by: Wanthanee Limpaphayom

As one part of ongoing program assessment at Eastern Washington University, each department is asked to report on assessment results for *each* program for *at least one* Student Learning Outcome this year. Use this electronic file to report on your program assessment for AY 2009-10, and please submit it to both your Dean and to Academic Affairs (SHW 220) by Nov. 1, 2010. The following definitions explain the assessment information you'll enter in the table below:

7. **Student Learning Outcome:** The student performance or learning objective as published either in the catalog, the AIEA assessment data portal, or elsewhere in your department literature.
8. **Strategy or method of measurement:** Mode and process through which student performance data was gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Additional detailed description could describe the use of rubrics, etc. as part of the assessment process.
9. **Observations gathered from data:** The findings and analysis of those findings from the above strategies.
10. **Actions recommended based on observations:** Course (activities or content) or program changes recommended.
11. **Plan and timeline for taking action:** How the recommended actions will be implemented, and in what timeframe.
12. **Overall evaluation of progress on objective:** The extent to which the student learning outcome is still valid and the assessment of it is producing important and meaningful data.

Please fill out a separate assessment table for each program of study (e.g., one table for BA-Art, another for BAE-Visual Arts, etc.) As needed, add additional rows to the table for each student learning outcome for which you gathered assessment results during 2009-10.

Due to the multi-year aspect of the CBPA assessment process at the time, data for this report may have been gathered in 2008-2009. The CBPA assessment process itself was assessed in 2009-2010 and the cycle itself was changed to occur entirely within one academic year, beginning with 2010-2011.

7. Student Learning Outcome	8. Strategy or method of measurement	9. Observations gathered from data	10. Actions recommended based on observations	11. Plan and timetable for taking action	12. Overall evaluation of progress on objective
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7. Student Learning Outcome	8. Strategy or method of measurement	9. Observations gathered from data	10. Actions recommended based on observations	11. Plan and timetable for taking action	12. Overall evaluation of progress on objective
<p>Know the vocabulary of the business disciplines</p> <p>This objective is a knowledge content objective. Students are expected to know business vocabulary related to the main business functions of marketing, accounting, finance, operations management, and human resource management.</p>	<p>Measurement will be by students answering vocabulary-related objective questions on the Major Field Test*</p> <p>*The ability to use this method is unknown at this time. Item analysis is being requested this year. If the analysis allows use of the MFT data for this purpose, it will be use. If not, a separate test will be developed.</p> <p>Scoring is based on percent correct</p>	<p>Expectation Standard -- 70% of students are expected to score 70% correct or better.</p> <p>Students did not meet the standard. The percent of students scoring at or above certain percentages are shown below: &gt;80% correct = 0%, &gt;70% correct = 9%, &gt;60% correct = 50%, &gt;50% correct = 82%, &gt;40% correct = 95%, and &gt;30% correct = 100%. 22 students took the test in spring quarter 2009. All students were at Bellevue campus. Mean = 56%, Max = 75%, and Min = 35%</p> <p>Conclusion – It seemed that students learned better in some disciplines than others. The following is the breakdown by discipline, showing the number of questions that at least 70% of students answered the questions correctly (and percent correct).  <u>ACCT</u> 2/2 – 100% (82% and 73%)  <u>BUED</u> 1/1 -100% (73%)  <u>HUMR</u> 2/2 – 100% (95% and 91%)  <u>MGMT</u> 3/5 – 60% (100%, 82%, 77%, 64%, 23%)  <u>OPSM</u> 1/2 -50% (86% and 23%)  <u>FINC</u> 0/2 – 0% (27% and 14%)  <u>DSCI</u> 0/3 -0% (64%, 41%, and 5%)  <u>MKTG</u> 0/2 – 0% (50% and 0%)</p> <p>After further analyses, I believed that the stark contrasts may stem from two issues:  First, the materials used in the test may be textbook-specific, or may not be covered consistently in all classes.  Second, some test items might have come from elective classes. Students who did not select an elective from a certain group would have no exposure to that particular discipline other than the required core class.</p>	<p>There need to be an agreement on test items used in this test, specifically, to resolve or standardize the terminology and definition discrepancies.</p> <p>Re-examination of assessment methods for General Business option is needed in order to truly assess whether our students meet the program learning objectives.</p>	<p>Discussed the options to assess General Business options with faculty of Management Department during fall quarter 2009</p>	<p>The main difficulty of assessing the General Business option may lie in the fact that most students do not take the same classes. The option requires 2 classes, and 4 electives from 9 different groups. As a result, we may have a large group of students who only share 2 common classes, and nothing else beyond the core. (Note: one of the required course may be substituted with two other courses, reducing common classes to only one). Operations Management and Human Resource options both require 4 common classes for all students.</p>

# Assessment Plan and Report

Academic Year 2010-2011

Department/Program of Study: Bellevue Business program

Submitted by: Goitom Tesfom Tsegay

Action	Due Date	CAC Approval
Submit initial plan	Fall, Second Friday	
Conduct process	Fall, Winter, Spring	
Submit findings	Spring 6 <sup>th</sup> 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><b>Marketing:</b> -Students will be able to identify and explain the 4p's of marketing? (product, price, promotion and Place)</p> <p><b>Management</b> -Students will be able to identify and explain the four steps in the management process (Planning, organizing, leading and controlling).</p> <p><b>Human Resource Management</b> -Students will be able to identify and explain at least four HRM functions (recruitment, selection, training and development, performance appraisal, and compensation administration)</p> <p><b>Finance</b> -Students will be able to identify and explain four tools necessary to determine the time value of money (future value (FV), present value (PV), interest rate (i) and number of compounding periods (n)).</p> <p><b>Operations Management</b> Students will be able to identify and explain at least four tools necessary to determine Productivity and Economic Order Quantity (EOQ) (Output(O) , input (I), 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)).</p>	<p><b>Strategy:</b> -Key business concepts will be selected from each business function: management, marketing, human resource, finance and operations management.</p> <p><b>Measurement:</b> -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 ten questions. Out of the ten questions five (one for each area) will ask the students to identify the concepts, and another group of five questions (one for area) will ask the students to explain the concepts.</p>	Identified correctly (yes, no) and explained correctly (yes, no).	<p><b>Identify:</b> 4= four identified correctly 3= three identified correctly 2= two identified correctly 1= one identified correctly 0 = none identified correctly</p> <p><b>Explain:</b> 4 = four explained correctly 3 = three explained correctly 2 = two explained correctly 1 = one explained correctly. 0 = none explained correctly 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**

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><b><u>Marketing</u></b> 87.5% of students scored 75% correct or better</p> <p><b><u>Management</u></b> 68.75% of students scored 75% correct or better</p> <p><b><u>Human Resources Management</u></b> 90.6% of students scored 75% correct or better</p> <p><b><u>Finance</u></b> 46.87% of students scored 75% correct or better</p> <p><b><u>Operations Management</u></b> 50% of students scored 75% correct or better</p> <p>*In Marketing and Human Resource Management, students met or exceeded expectations. However, students fell short of expectations in Management, Finance and Operations Management.</p>	<p>Average scores of each business area: -Marketing 91%, Management 71%, Human Resource Management 80.46%, Finance 52.7%, and Operations Management 58.5%. Collective average score of all five business areas is 70.78%.</p> <p>*While all students correctly identified and explained at least one Marketing concept, four students in Management, one student in HURM, eight students in Finance, and four students in Operations Management identified and explained zero concepts correctly.</p> <p>*As described above, while students collectively accomplished the learning outcome goals in Marketing (91%) and Human Resource Management (80.46%), they fell short in Management (71%), Finance (52%), and Operations Management (58.5%).</p> <p><b>Conclusion:</b> *Collectively students did not accomplish the program learning outcome goal (70.8%). During the question selection process, there were problems in identifying key concepts in Finance and Operations Management. Moreover, Eastern's Bellevue Business Program offers only one course in Finance and Operations Management. Hence the lower score exhibited in these two areas could be attributed to the types of questions selected, limitations in course coverage or offerings, or how students are expected to learn the material.</p> <p>*Unlike Finance and Operations Management, Bellevue offers enough number of management courses. However, careful comparison of the assessment questions with the content of the management courses offered in Bellevue shows that students may have been lacking foundational knowledge in the area. For instance, the functions of Management that are core concepts in the area and included in the assessment test have not been covered, in a structured way, in any of the Management courses offered in Bellevue. In other Universities the functions of management are introduced to students early on in Principles of Management, and often the course is considered as a prerequisite to other higher-level management courses.</p>	<p>- Review the questions selected in Finance and Operations Management and -Offer additional electives in Finance and Operations Management.</p> <p>*Consultations with Finance and Operations Management instructors in Bellevue and Cheney can result in identifying key concepts in each area. However resource limitations at Eastern's Bellevue Business Program won't allow adding electives in Finance and Operations Management.</p> <p>-Offer an introductory course in management or add the foundational introductory management concepts to Organizational Behavior and Theory (MGMT326).</p> <p>*Due to resource limitations, offering an introductory course in management might not be a feasible strategy. Hence a preferred departmental strategy is to include the essentials of introductory management concepts in MGMT 326.</p>	<p>During the 2011/2012 academic year, consult with Finance and Operations Management instructors in Bellevue and Cheney on identifying <b>inclusion of</b> key business concepts in each area.</p> <p>-A new topical outline for MGMT 326 needs to be completed before fall 2011.</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. However, over all, the findings indicate that in each area there might be room for improvement. For instance comparison of the questions asked in finance and Operations Management could provide insight to why students scored lower in the two business areas. For better results, the comparison needs to be conducted by instructors who are specialized in Finance and Operations Management.</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>
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## Assessment Plan and Report

Department/Program of Study: Bellevue Business program

Academic Year 2011-2012

Submitted by: Goitom T. Tsegay

Action	Due Date	CAC Approval
Submit initial plan	Fall, Second Friday	
Conduct process	Fall, Winter, Spring	
Submit findings	Spring 6 <sup>th</sup> 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><b>Marketing:</b> 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><b>Management</b> 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><b>Human Resource Management</b> 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><b>Finance</b> 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><b>Operations Management</b> 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><b>Strategy:</b> -Key business concepts will be selected from each business function: management, marketing, human resource, finance and operations management.</p> <p><b>Measurement:</b> -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><b>Identify:</b> 4= four identified correctly 3= three identified correctly 2= two identified correctly 1= one identified correctly 0 = none identified correctly</p> <p><b>Explain:</b> 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><b><u>Marketing</u></b> 87.5 % of students scored 75% correct or better. Last year's corresponding score was (87.5%). No change is observed.</p> <p><b><u>Management</u></b> 41.6% of students scored 75% correct or better. Last year's corresponding score was 68.75%.</p> <p><b><u>Human Resources Management</u></b> 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><b><u>Finance</u></b> 70.8% of students scored 75% correct or better. Last year's corresponding score was 46.87%.</p> <p><b><u>Operations Management</u></b> 45.8% of students scored 75% correct or better. Last year's corresponding score</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><b>Conclusion:</b> *Collectively students did not accomplish the program learning</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 Resources Management</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</p>

<p>was 50%.</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>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>decreased from 90.6% last year to 75% this year.</p>		<p>explain the concept identified correctly.</p>
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## Exhibit V

### Writing Improvement Initiatives Resulting from Assessment

2008-09

1. College-wide writing initiative policy on helping students become responsible for improving their writing
2. Implementation plan for a three-year phase-in
3. Expectations for faculty's role in helping students
4. Blackboard site: *CBPA Writing* that includes the following documents for faculty, staff, and students.  
Faculty are expected to refer students to this site:
  - a. CBPA Writing Philosophy and Expectations including the required text *HOW 12*
  - b. Tools for Writing Improvement including documents on how to use the *HOW*, setting software defaults to improve writing, a model for improving writing planning, and a list of the most common business writing errors. Writing Improvement EWU Resources including a link to the Writer's Center and information about the Business Communication course.
  - d. Articles and links on writing improvement including grammar and punctuation exercises and drills.
  - e. A file for faculty that includes (1) faculty workshops on writing improvement and all handouts, agendas, and attendance for these workshops and (2) a syllabus template that includes entries showing the required *HOW* text, writing expectations, and reference to the Blackboard site.
  - f. Sample rubrics from various sources on writing, speaking, portfolio evaluation, critical thinking, problem solving, etc.
5. Announcement and introduction of the Writing Initiative at Fall 2009 Faculty Retreat
6. Fall and Winter Quarter Faculty workshops. The first was a review and explanation of the Blackboard site and its contents, available for faculty and students. The second was a hands-on workshop on developing effective rubrics to improve student writing.
7. Syllabi review Fall, Winter, and Spring quarters to determine how much and the types of writing required across the college, how many syllabi include the "writing expectation" paragraph, and the number of syllabi containing the required *HOW* text and reference to the CBPA Blackboard site on writing improvement for students.
8. End-of-first-year Faculty Survey to determine (a) the types of individual writing assignments faculty require in each course; (b) whether faculty are requiring *HOW*; (c) whether faculty are including writing expectations and a reference to the writing Blackboard site in their course syllabi; (d) what faculty believe to be students' most common writing problems; and (e) what actions faculty will take next year (from a list of options) to help students improve their writing. Only 26 of 46 faculty completed the survey, but results indicate a wide variety of writing assignments and support for helping students improve their writing. Results of this survey will be presented at the 2010 Fall Faculty Retreat.

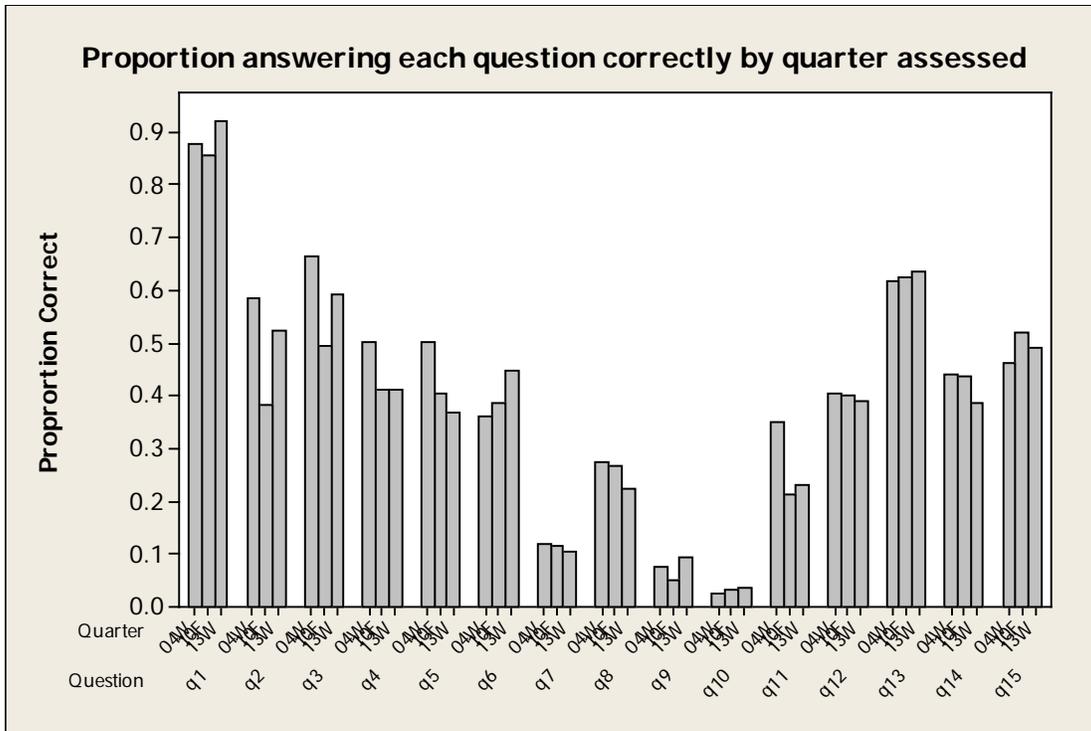
## CBPA MATH INITIATIVE

### History:

By the Fall Quarter 2003, instructors in the Decision Science courses were noting problems with the “on-board” mathematics skills of the students. Of particular concern was the fact that students in these sophomore and junior-level classes, at least anecdotally, were struggling with arithmetic operations and simple algebra even after clearing the university math proficiency requirements. To verify that this really was an issue, an assessment of “on-board” mathematics skills at a level below university math proficiency was done in Winter Quarter 2004. At this time, the requirement for the BAB core was MATH 115: Mathematical Reasoning. All students in the core statistics classes were assessed on the first day of class in Winter 2004. This assessment confirmed the anecdotal evidence that students were generally struggling with arithmetic and simple algebra. The pre-requisite for the BAB core was changed at that time to a minimum of MATH 115: Mathematical Reasoning with MATH 200: Finite Mathematics strongly recommended.

By the Fall Quarter 2010, roughly half of the students were taking MATH 200 and the rest taking MATH 115 to meet the BAB prerequisite. The conditions and instrument used in the assessment were the same as in the previous round. No significant improvement was noted. A similar proportion (about 15%) of students on the second assessment was unable to handle the simplest of order of operations in question 1. As about 15% more were in trouble mathematically by question 2 during the second assessment, it appears that the proportion of students reluctant to multiply fractions increased. The significant increase in difficulties with more advanced arithmetic and basic algebra in questions 3 through 5 is quite alarming as it indicates that math skills slipped even more among our weaker college students during the prior six years. In Winter Quarter 2011, a Math Initiative Ad-Hoc Task Force comprised of faculty from all departments within the college as well as colleagues from the Math department. As students that had taken MATH 200 did perform slightly better on the assessment, the decision was made to close the MATH 115 loophole. The Math department agreed to schedule more sections of MATH 200 and has been working with the CBPA to fine-tune the content of the course ever since. Students were warned of the coming change as soon as the decision had been made and a transition plan was developed.

In the Fall Quarter 2012, the prerequisite change became fully catalog enforced. Anecdotal information from the Decision Science instructors was positive as they reported that students were arriving able to properly use their calculators and do arithmetic. To verify this, the assessment was run once again using the same conditions and instrument. It does appear that gains have been made in the area of arithmetic (Q1-Q3), especially relative to the 2010 assessment. However, there is still much work to be done. Discussion has started among the faculty as to whether MATH 200 is the appropriate level or if the prerequisite should be set higher.



**MATH INITIATIVE – ASSESSMENT WINTER 2013**

Directions for 1 through 11 – Solve for y		Proportion of students answering correctly in: Winter 2004 (mostly MTH 115) Fall 2010 (mixed MTH 115 & MTH 200) Winter 2013 (mostly MTH 200) <i>* Significant changes from the prior assessment in the overall values only were tested at the 5% level + indicates improvement – indicates deterioration</i>				
Problems	Answers	Overall*	245 Cheney	245 River point	346 Cheney	346 River point
1. $y = 1 + 2 \times 3$	7	0.8782 0.8559 0.9193 +	0.9000 0.8667 0.9149	0.7885 0.8409 0.9333	0.9643 0.8462 0.9231	0.8500 0.8679 0.9138
2. $y = -5 \times \frac{4}{6} - \frac{6+10}{3+1}$	-7.333...	0.5840 0.3829 - 0.5217 +	0.5714 0.3500 0.5532	0.5577 0.2500 0.5667	0.6429 0.5077 0.6538	0.5667 0.3774 0.4138
3. $y = (3 \times 10^{-3})(4 \times 10^5)$	1200	0.6639 0.4955 - 0.5901 +	0.6857 0.3667 0.6170	0.5577 0.3864 0.4000	0.8036 0.6923 0.6154	0.6000 0.4906 0.6552
4. $y = 3(-4m^2 + 7) - (5m^2 - 6)$	-17m <sup>2</sup> +27	0.5000 0.4099 - 0.4099	0.4286 0.3833 0.5106	0.4615 0.3182 0.4333	0.7143 0.4154 0.4231	0.4167 0.5094 0.3103
5. $4y - (y - 2) = 7 - 2(3y - 4)$	13/9	0.5000 0.4054 - 0.3665	0.3857 0.3500 0.4468	0.6154 0.3864 0.5000	0.5357 0.4154 0.3846	0.5000 0.4717 0.2241
6. $z = \frac{1}{2}(x + y)$	2z-x	0.3613 0.3874 0.4472	0.3000 0.2500 0.5106	0.3462 0.3636 0.4667	0.4643 0.4308 0.7308	0.3500 0.5094 0.2586
7. $\frac{8}{y-2} - \frac{13}{2} = \frac{3}{2y-4}$	3	0.1176 0.1171 0.1056	0.1714 0.0500 0.1064	0.0577 0.1364 0.2333	0.1429 0.1692 0.0385	0.0833 0.1132 0.0690
8. $15 - \frac{2}{3}y > -5$	$y < 30$	0.2731 0.2658 0.2236	0.3000 0.2833 0.2766	0.2692 0.2727 0.3000	0.3393 0.3077 0.2308	0.1833 0.1887 0.1379
9. $ 2y - 5  < 7$	$-1 < y < 6$	0.7056 0.0495 0.0932	0.0714 0.0167 0.0426	0.0769 0.0682 0.2667	0.0714 0.0923 0.0769	0.0833 0.0189 0.0517
10. $2\sqrt{y-8} = -3$	none	0.0252 0.0315 0.0373	0.0429 0.0167 0.0426	0.0192 0.0227 0.1000	0.0179 0.0462 0.0385	0.0167 0.0377 0.0000
11. $\begin{cases} 3x - 5y = 19 \\ 2x - 4y = 16 \end{cases}$	$y = -5$ $(x = -2)$	0.3487 0.2117 - 0.2298	0.3857 0.1167 0.2128	0.2692 0.0909 0.4000	0.4464 0.3385 0.2692	0.2833 0.2642 0.1379
12. If you can travel 25 miles in 35 minutes, at what speed in miles per hour (correct to three decimal places) are you driving?	42.857 mph	0.4034 0.4009 0.3913	0.4857 0.3000 0.3404	0.3846 0.3182 0.2333	0.4107 0.4615 0.6538	0.3167 0.5094 0.3966
13. If a recipe requires 2¼ cups of flour to make 36 cookies, how much flour is needed to make 60 cookies?	3¾ cups	0.6176 0.6261 0.6335	0.7000 0.5333 0.6596	0.5577 0.6364 0.5000	0.5893 0.7231 0.7308	0.6000 0.6038 0.6379
14. Sue bought a coat on sale at 15% off the regular price and paid \$71.40 for it. What was the regular price of the coat?	\$84	0.4412 0.4369 0.3851	0.4429 0.3333 0.4043	0.3654 0.4091 0.4333	0.5179 0.5385 0.3846	0.4333 0.4528 0.3448
15. Catherine works two part time jobs: one pays \$7 per hour and the other pays \$10 per hour. Last week, she worked a total of 32 hours and made a total of \$278. How many hours did she work at each job?	14 hr @ \$7/hr 18 hr @ \$10/hr	0.4622 0.5180 0.4907	0.5286 0.4333 0.4894	0.3654 0.5000 0.5667	0.5536 0.5538 0.5769	0.3833 0.5849 0.4138

**PHASE III DOCUMENTATION**  
**ACCELERATED ASSESSMENT**  
**2012-13**

## Exhibit VII

### Undergraduate Business Program Student Learning Goals

**2012-2013**

- Goal #1: Ethics** (*assessed in MGMT 326 & MGMT 423*)  
 Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.
- Goal #2: Multiculturalism and Global Awareness** (*assessed in MGMT 423 & MKTG 310*)  
 Students will develop an awareness and understanding of the cultural issues that impact business operations in a global society.
- Goal #3: Teamwork and Collaboration** (*assessed in MGMT 326 & MGMT 490*)  
 Students will understand and use team building and collaborative behaviors to accomplish group tasks.
- Goal #4: Understanding Financial Statements** (*assessed in ACCT 251 & FINC 335*)  
 Students will understand and utilize financial tools and analytic techniques (e.g., financial statements analysis, budgeting, and valuation) to make and justify important financial decisions.
- Goal #5: Data Analysis Skills** (*assessed in DSCI 346 & OPSM 330*)  
 Students will identify and perform appropriate quantitative analyses when given a particular business problem.

### Course Mapping Matrix for AOL 2012-13

UG AOL Course Mapping	ACCT 251	ACCT 261	ACCT 252	DSCI 245	DSCI 346	ECON 201	FINC 335	MISC 311	MGMT 326	MGMT 423	MGMT 490	MKTG 310	OPSM 330
<b>Goal #1: Ethics</b> Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.									X	X			
<b>Goal #2: Multiculturalism and Global Awareness</b> Students will develop an awareness and understanding of the cultural issues that impact business operations in a global society.										X		X	
<b>Goal #3: Teamwork and collaboration</b> Students will understand and use team building and collaborative behaviors to accomplish group tasks.									X		X		
<b>Goal #4: Understanding financial statements</b> Students will understand and utilize financial tools and analytic techniques (e.g., financial statements analysis, budgeting, and valuation) to make and justify important financial decisions.	X						X						
<b>Goal #5: Data analysis skills</b> Students will identify and perform appropriate quantitative analyses when given a particular business problem.					X								X

## Exhibit VIII

### Assessment Master Schedule

2012-13

		2012-2013				2013-2014					
		F	W	Sp	Su	F	W	Sp	Su		
Learning Objective		2012 Step 1	Steps 2&3	2014 Step 1		2013 Steps 2&3					
<b>PHASE III EMBEDDED AND ACCEL</b>	<b>Ethics (326 &amp; 423)</b>	Dev Meas, Coll Pilot Data, Rev Res	Apply Imp's, Remeas	Ref Meas, Coll Data, Rev Res		Apply Imp's, Remeas					
	<b>Multiculturalism (423 &amp; 310)</b>	Dev Meas, Coll Pilot Data, Rev Res	Apply Imp's, Remeas	Ref Meas, Coll Data, Rev Res		Apply Imp's, Remeas					
	<b>Teamwork (326 &amp; 490)</b>	Dev Meas, Coll Pilot Data, Rev Res	Apply Imp's, Remeas	Ref Meas, Coll Data, Rev Res		Apply Imp's, Remeas					
	<b>Financial Statements (251 &amp; 335)</b>	Dev Meas, Coll Pilot Data, Rev Res	Apply Imp's, Remeas	Ref Meas, Coll Data, Rev Res		Apply Imp's, Remeas					
	<b>Data Analysis (346 &amp; 330)</b>	Dev Meas, Coll Pilot Data, Rev Res	Apply Imp's, Remeas	Ref Meas, Coll Data, Rev Res		Apply Imp's, Remeas					
	<b>Global (423)</b>	Dev Meas, Coll Pilot Data, Rev Res	Apply Imp's, Remeas	Ref Meas, Coll Data, Rev Res		Apply Imp's, Remeas					
	<b>(AACSB Training, Fall, 2013. Develop Rubrics and Measures/Re-Allocate Data Collection to Courses )</b>										

## Exhibit IX

### Mechanics of Assessment

#### EWU- College of Business and Public Administration Mechanics of the AOL Assessment Process

##### Tasks for the Business Department Chairs and the MBA Director

- a. Early in previous term distribute:
  - a. Program Objectives and Student learning Outcomes (SLO)
  - b. Course mapping
  - c. Assessment plan for each mapped course including rubric
  - d. [Common portion of syllabus]
  - e. Form to be filled when reporting SLO assessment
- b. Identify one full-time faculty member as the “lead instructor” responsible for coordinating assessment for each of our multiple-sections course, **including those sections delivered online or in blended fashion.**
- c. As adjuncts get hired for an AOL targeted course, the lead instructors explain the purpose of the SLO assessment, its importance, and how we do it.
- d. A week before term starts, collect syllabi to insure common portion is properly entered with: program goals identified; rubrics; instrument(s) identified where assessment will be taking place.
- e. Assessment coordinator sends two reminders during the term to each assessing instructor.
- f. After term is over (two weeks into next term latest): assessment results and instruments turned in to the assessment coordinator with individual faculty’ resolutions on how to improve the SLO, and with eventually common resolutions for all instructors charged with teaching a multiple-section course. This implies the lead instructor meets with his colleagues. This can be informal but must be documented.
- g. Fourth week of term, review of all program assessment results by the corresponding curriculum committee and discussion about the eventual advisability of a curricular reform.
- h. Immediately, all feasible recommendations go into effect (communicated to instructors by lead instructor.) We note that a curricular change would, by definition, take longer to effect and implement.
- i. Meanwhile a new cycle is under way. New assessment closes the loop on resolutions/changes into the course.

- j. AT PRESENT ASSESSMENT FOR EVERY S.L.O. IS DONE **EVERY QUARTER**.
- k. As of Fall 2012, the following faculty members were identified as “lead instructors” for the AACSB assessment in courses mapped to Program goals:
7. ACCT 251 – Jack Gambill
  8. DSCI 346 – Jeff Culver
  9. FINC 335 – Brian Grinder
  10. MGMT 326 – Bruce Teague / Larry Davis alternate
  11. MGMT 423 – Abraham Soleimani
  12. MGMT 490 – Jameel Hasan
  13. MKT 310 – Gotoim Tsegay
  14. OPSM 330 – Tam Limpaphayom
  15. All BADM – Roberta Brooke

NOTES:

Contracts will explicitly mention faculty’s responsibility to maintain AACSB classification (or improve it) and to comply with AOL reporting.

Non-compliant adjunct will not be rehired.

**Exhibit IX (Con't)**

**ASSESSMENT REPORTING FORM**

**EWU CBPA ASSESSMENT & ASSURANCE OF LEARNING**

**Undergraduate Business Program  
USE ONE REPORTING FORM PER GOAL**

a. Term (quarter and year) of instruction and assessment:

b. Goal being assessed (check or list as appropriate):

a. AACSB Program-Goal (check one):

**Goal #1: Ethics** (*assessed in MGMT 326 & MGMT 423*)

Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.

**Goal #2: Multiculturalism and Global Awareness** (*assessed in MGMT 423 & MKTG 310*)

Students will develop an awareness and understanding of the cultural issues that impact business operations in a global society.

**Goal #3: Teamwork and Collaboration** (*assessed in MGMT 326 & MGMT 490*)

Students will understand and use team building and collaborative behaviors to accomplish group tasks.

**Goal #4: Understanding Financial Statements** (*assessed in ACCT 251 & FINC 335*)

Students will understand and utilize financial tools and analytic techniques (e.g., financial statements analysis, budgeting, and valuation) to make and justify important financial decisions.

**Goal #5: Data Analysis Skills** (*assessed in DSCI 346 & OPSM 330*)

Students will identify and perform appropriate quantitative analyses when given a particular business problem.

b. NWCCU Major Goal (where appropriate):

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c. Course Learning Objective (from syllabus if appropriate):

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c. Instructor' Name:

d. Course information:

a. Course Name:

b. Course and Section #:

e. Assessment plan:

a. Description of the measure(s) being used to assess student performance on this learning goal:

b.

c. Please append a copy of the measures(s) being used to the end of this document. If a measure is a quiz or exam, please indicate how it will be scored; if it is a project or assignment, please include instructions along with the grading rubric or evaluation procedure that will be used to evaluate performance.

f. Assessment:

1. How many students completed the assessment measure?
2. How many students earned >75% on the measure?
3. What percentage of students earned >75%?
4. If this is a paper, project, or an essay style exam, please submit 3 examples of student work (one superior, one typical and one worst) from this term along with your report. PLEASE REMOVE NAMES FIRST.

Last cycle (from prior report)	This cycle

- Refer to the answers provided in 6a-6c. Which category best reflects the change between cycles?
  - It improved
  - It stayed the same
  - It declined

- Did the changes you implemented based upon the last assessment lead to improvement? Explain.

- Improvement plan for next assessment cycle

- Given what you have learned and observed, please identify specific changes you will make in this course in order to improve student performance on this goal. For each change that will be implemented, please briefly explain why you believe it will address the problem effectively.

- Is there anything our core program can do differently to better prepare students for success on this learning goal?

**Measurement Used (see 5b for details)**

## Exhibit IX (Con't)

### Sample of Completed Assessment Reporting From with Exam Items

#### EWU CBPA ASSESSMENT & ASSURANCE OF LEARNING Undergraduate Business Program

##### Beginning of the quarter: Planning phase (please complete items 1-5)

Report cycle: Spring Quarter 2013

Goal being assessed

a. AACSB Program-level (check one):

**Goal #1: Ethics** (*assessed in MGMT 326 & MGMT 423*)

Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.

**Goal #2: Multiculturalism and Global Awareness** (*assessed in MGMT 423 & MKTG 310*)

Students will develop an awareness and understanding of the cultural issues that impact business operations in a global society.

**Goal #3: Teamwork and Collaboration** (*assessed in MGMT 326 & MGMT 490*)

Students will understand and use team building and collaborative behaviors to accomplish group tasks.

**Goal #4: Understanding Financial Statements** (*assessed in ACCT 251 & FINC 335*)

Students will understand and utilize financial tools and analytic techniques (e.g., financial statements analysis, budgeting, and valuation) to make and justify important financial decisions.

**Goal #5: Data Analysis Skills** (*assessed in DSCI 346 & OPSM 330*)

Students will identify and perform appropriate quantitative analyses when given a particular business problem.

b. NWCCU Major Goal (where appropriate):

To understand key concepts of doing business in global context

c. Course Learning Objective (from syllabus if appropriate):

- To explain the power of corporations and industries, past and present, to shape our world.
- To learn how forces in and outside of business firms are changing the management task, altering business operations, and modifying stakeholder expectations.

g. Instructor: Abraham Soleimani

h. Course information:

a. Course Name: Business and Society

b. Course and Section #: MGMT 423 41

c. Quarter (F, W, Sp): Sp

i. Assessment plan:

a. Description of the measure(s) being used to assess student performance on this learning goal:

Exam: 10 multiple choice questions to assess students understanding of globalization, cultural differences, and cross-country diversities in the relationship between businesses and their stakeholders

· Students will be considered successful if they get 8 correct answers.

- b. Please append a copy of the measures(s) being used to the end of this document. If a measure is a quiz or exam, please indicate how it will be scored; if it is a project or assignment, please include instructions along with the grading rubric or evaluation procedure that will be used to evaluate performance.

**End of the quarter: Reporting phase (complete items 6-10)**

*Note: If this is your first time assessing this course, please put NA for the "Last Cycle" component of item 6 and skip items 7 and 8.*

j. Assessment:

	Last cycle (from prior report)	This cycle
5. How many students completed the assessment measure?	25	20
6. How many students earned >75% on the measure?	4	5
7. What percentage of students earned >75%?	16	25
8. If this is a paper, project, or an essay style exam, please submit 3 examples of student work (one superior, one typical and one worst) from this term along with your report. PLEASE REMOVE NAMES FIRST.		

- Refer to the answers provided in 6a-6c. Which category best reflects the change between cycles?
  - It improved
  - It stayed the same
  - It declined
- Did the changes you implemented based upon the last assessment lead to improvement? Explain.

Yes, the percentage of students earned above 75% increased from 16% in the previous quarter to 25% in this quarter. Here are changes that were planned in the previous cycle to be implemented in this cycle:

1. Spending more time discussing key global concepts:  
Although the main focus of this course is on the domestic aspects of the relationship between businesses and society/government, we tried to spend more time and discuss the global aspects in more details.
2. Including examples of global business practices, exercises, videos, or assignments:  
We discussed key global concepts with real world examples and current global issues accompanied with relative videos (for example, the recent referendum in Switzerland on CEO bonus).
3. Making the exam more consistent with what is possible to do in the class and lower expectation to this course rather than a course dedicated to global business:  
I did not change the exams and continue using previous quarter's exams.

**Improvement plan for next assessment cycle**

- Given what you have learned and observed, please identify specific changes you will make in this course in order to improve student performance on this goal. For each change that will be implemented, please briefly explain why you believe it will address the problem effectively.

I still think the main focus of the course is on the relationship between business and society/government domestically and just little explanation on global aspects are given and those discussions are in different chapters dispersed in the quarter. I will continue to discuss global aspects in more details with examples, cases, and videos but will not change the exam to lower the expectation.

- Is there anything our core program can do differently to better prepare students for success on this learning goal?

There are two other courses, namely, International Business Management (MGMT/IBUS 470) and Multinational People Management (MGMT471) dedicated to global aspects of business. This goal is more consistent with those courses. One option is to test this goal in those courses. Another solution is to make those courses pre-requisite for this course.

**Measurement Used (see 5b for details)**

**MULTIPLE CHOICE.** Choose the one alternative that best completes the statement or answers the question.

- According to the Gini index, the cause of most of the rise in world income inequality is a(n):
  - **growing gap between the peoples of rich and poor nations.**
  - increasing trend toward liberalization.
  - growing separation of rich and poor within nations.
  - transition from high to low fertility in nations.
- Globalization is:
  - an economic metamorphosis that started in England in the late 1700s.
  - the creation and maintenance of a disparate economic relationship between states.
  - the creation of networks of human interaction that span worldwide distances.
  - **the development of an increasingly integrated countries.**
- Which of the following is considered to be the bedrock of economic globalization?
  - Monopoly
  - Foreign direct investment
  - Oligopoly
  - **Trade liberalization**
- Which of the following refers to a coalition of groups united by opposition to economic globalization dominated by corporate capitalism?
  - Consumer rights movement
  - Populist movement
  - **Global justice movement**
  - Civil rights movement
- All of the following statements explain why the leadership of corporate social responsibility passed from the United States to Europe in the 1990s EXCEPT:
  - **After 1990s, European welfare states required their companies to act more socially responsible with strict regulations.**
  - The welfare state systems in Europe have nurtured some of the most powerful social justice NGOs.
  - Prior to 1990s, American markets were more laissez-faire, leaving more of the company's total responsibility in the voluntary category.
  - Prior to 1990s in Europe, social welfare states intervened more in markets and mandated extensive protections for workers, consumers, and the natural environment.
- Which of the following is true regarding problems faced by cross-border corporate power?
  - International law strongly addresses the social impacts of business.
  - **Transnational corporations are subject to uneven regulation in developing nations.**
  - Strict regulations ensure that corporations are made directly accountable for social harms.
  - International law has strongly codified norms protecting human rights and other social

resources.

- The application of one nation’s laws within the border of another nation is known as:
  - Personal jurisdiction
  - **Extraterritoriality**
  - Neutrality
  - Imperialism
- In the realm of international law, \_\_\_\_\_ are found mainly in treaties, creates binding rights, prohibitions, and duties.
  - **hard laws**
  - quasi-laws
  - traditional law
  - statutory law
- Which of the following is NOT a part of the principles of good regulation set forth by the World Bank?
  - **Increase court involvement in business matters.**
  - Focus on enhancing property rights.
  - Expand the use of technology.
  - Make reform a continuous process.
- Which of the following countries has a feminine culture wherein compromise have much higher priority than assertiveness and ambition?
  - The United States
  - Japan
  - Mexico
  - **Scandinavia**

	Mid-term I Question	Mid-term I Answer	Mid-term II Question	Mid-term II Answer	Final Question	Final Answer
1	9	A				
2	12	D				
3	13	D				
4	29	C				
5			4	A		
6			7	B		
7			8	B		
8			9	A		
9					15	A
10					49	D

**Exhibit X**  
**Results Summaries**  
**2012-13**

**Undergraduate Business Program Assessment  
2012-13 Results Summary Sheet  
Ethics Goal**

Year	Quarter	Course No. and Section	Was this a "loop opening" assessment? (Pilot Data was Collected)	Was this a "loop closing" assessment? (Improvement had been applied)	No. of Students Assessed	% of Students Meeting Standard	Observations/Brainstorming Ideas Suggested
2013	Winter	MGMT 32640			50	56	<p>8. NA</p> <p>9. Given that the conceptual teaching of ethics is necessarily brief in a survey course of this sort, the discriminating in ethical reasoning for many of the students was surprisingly high. However, insufficient skill in assessing the degree of stakeholder harm resulting from certain business practices led to many of the ethical judgments being uniformed and consequently too lenient. Also, the metric is stated in terms that imply right/wrong answers rather than a pattern of ethical reasoning. Teaching only cognitive concepts about ethics is insufficient for application to many business situations; we need to teach ethical reasoning. The restated metric for assessing ethical reasoning will be as follows:</p> <p>"Using the Business Ethics Quiz Answers sheet, students will take the MGMT 326 Business Ethics Quiz demonstrating the degree of soundness of their ethical reasoning by the pattern of their answers concerning business practices and their impacts. They will also make ethical judgments about those practices testing the appropriateness of their judgments given the situations and the range of stakeholders involved,"</p> <p>Since questions 1 and 2 are sufficient for testing, the Quiz will be shortened by deleting question 3 which will be used, along with additional situations, for an experiential learning exercise preceding testing (see highlighted sections in the attached instrument). Question 4 will be retained for the purpose of assessing student's preexisting opinions which from a baseline for their judgments on the quiz.</p> <p>10. Teaching only cognitive concepts about ethics is insufficient to many business situations; we need to teach ethical reasoning. Using only textbook cases is too limited since typical textbooks do not question the ethics of the ubiquitous business concept of "maximizing shareholder return" –no matter the impact on other stakeholders. All of our classes that address this goal should include student practice</p>

							in ethical reasoning and should employ a much wider application to many current business “principles” and practices.
2013	Winter	MGMT 326 01			62	52	8. NA 9. Strengths: students demonstrated their understanding of major concepts associated with ethics. Weakness: Students have difficulty with “application” questions. They also miss the details. Student performance reflects their test scores in general. Students who scored A or B and some Cs on the test were successful, while students who earned a low C, D, or F were not successful. Ideas: provide more focus on important concepts, do not assume that students are completing reading assignments, and provide more practice. Changes: Provide more focus on text concepts and spend less time on discussions that “go beyond the book”. This should help students to master the basics. They may not be ready to engage in more analytical discussions. Provide an opportunity for students to test their knowledge so that they can see what they don’t know. Hopefully, this will encourage them to either ask questions or reread the material. Emphasize the importance of reading the material. 10. Nothing mentioned
2013	Winter	MGMT 32641			44	20	8. NA 9. In evaluating student performance on this objective, I noticed general overall weakness on this topic. However, a couple of issues stood out as priorities for improvement. First, from a stakeholders’ perspective, the students have a very poor understanding of the kinds of issues facing companies during ethical crisis. Second, students have a naïve view that ethics is no more than simply wanting to do the right thing. And, third, students demonstrate weak comprehension about how rational calculations such as cost-benefit analysis can weaken company ethical performance and perception of the ethical issue. These are the areas which must be addressed if student performance on this objective is to meaningfully improve. In my section, I will be re-evaluating lectures to determine how I can more clearly communicate each of these ideas. Additionally, small-group exercises will be added to the class interaction when this topic is covered to enhance topic engagement. 10. Student performances indicates a very immature appreciation of ethics. I think this should be a huge concern to our program. Most immediately, we must improve how we are addressing this topic in the courses that currently cover it. However, it may be worth considering a dedicated business ethics course that would be better suited to developing a deeper growth in ethical thinking.
2013	Winter	MGMT 42301			21	62	8. NA 9. Strengths: The ethical reasoning demonstrated by 62% of the students will serve as a sound foundation for assessing the ethical

							<p>implications of many nosiness situations. Weakness: Given the class activities concerning ethics involved participation by all, the discrimination in ethical reasoning for 62% of the students was surprisingly higher than the other 38%. The 80% measurement was too high and even with changes to the learning activities should be reduced to 75%. Also, the goal is stated in terms the imply right/wrong answers rather than a pattern of ethical reasoning. The measurement to assess ethical reasoning will be as follows: Using the Business Ethics Quiz Answers sheet, students will take the MGMT 423 Business Ethics Quiz with 70% of the students indicating sound ethical reasoning by the pattern of their answers which will demonstrate an understanding of business practices and their impacts. They will also make ethical judgments that are appropriate to the situations and the range of stakeholders involved.</p> <p>10. Teaching only cognitive concepts about ethics is sufficient for application to many business situations; we need to teach ethical reasoning. Using only textbook cases is too limited since typical textbooks do not question the ethics of the ubiquitous business concepts of “maximizing shareholder return” –no matter the impact on other stakeholders. All of our classes that address this goal should include student practice in ethical reasoning and should employ a much wider application to many current business “principle” and practices.</p>
2013	Winter	MGMT 423 022			23	39	<p>8. NA</p> <p>9. Weakness: students had difficulty answering more specific questions. Scores on this topic were indicative of test scores in general. High scoring students on the test successfully achieved the goal, the others did not. Many students memorize terms and focus less on understanding processes.</p> <p>This material was on the first test and students may not have prepared adequately for it. Also, students may have underestimated the depth of the material.</p> <ul style="list-style-type: none"> <li>• Greater emphasis on details in lecture. This should call students’ attention to the fact that these matters are significant to the topic. It also does not rely on students’ reading the material and initiating questions.</li> <li>• More integration of details in class discussions. Again, this should demonstrate their importance and the repetition should enhance students’ learning.</li> <li>• Emphasize the importance of reading the assigned material</li> </ul> <p>10. Not at this time</p>
2013	Winter	MGMT 42340			25	48	<p>8. NA</p> <p>9. Although we have case studies in this class, I plan to spend more time on each of them and involve students is discussions. This way, I</p>

							<p>expect students gain deeper understanding of application of topics. I will add more real world business practices such as sample Corporate Social Responsibility Report to course content. These samples could help students to make connection between topics and actual business practices. Consequently, they would be more capable in applying topics.</p> <p>10. The course talks about the relationship between business and society/government. If students have a basic knowledge about components of a company (i.e., strategies, functions, corporate culture, leadership, processes...) and an understanding that firms operate in a context they would be better prepared for this course. Students who can see broader picture of business are more successful in this class.</p>
2013	Spring	MGMT 32602			57	42	<p>8. Yes, performance on this measure better than doubled over the prior term. Though 42% passing is less than our program goal, this represents significant progress. Additionally, fifteen students scored just below the passing threshold.</p> <p>9. The two biggest areas of concern that remain are: 1) the importance of deeply understanding stakeholder issues in order to participate in effective solutions, and 2) evaluating the success of a stakeholder engagement program. The next time I teach this course I will add a class discussion in which we explore a specific stakeholder crisis related to the Gap Inc. I will use a case discussion style of approach to elicit a thorough description of the issues and how the company might determine whether or not its attempted program is succeeding.</p> <p>10. NA</p>
2013	Spring	MGMT 32640			37	75	<p>8. NA</p> <p>9. Yes. As a teaching method, I led volunteers in a fishbowl discussion of their different ethical reasoning and answers for question #3 (highlighted below). I started with the volunteers moving to different positions in the room indicating their judgment ratings and then describing to all their understanding of the stakeholders hurt by a business practice and the degree of harm done. Others in the class could then chime in with their views. All would discuss the relative merits of different views. In addition to question #3, several other situations were presented for their practice.</p> <p>I believe this learning exercise which involves the practice of ethical reasoning resulted in the percentage gain seen above. The gain, however, is a bit in question by the smaller number of students completing the quiz. I believe this happened because I asked them not to put their quizzes as proof they were not being graded. As a result, several pretended to work and then turned in blank quizzes. Speaking of ethical behavior.</p> <p>9. I will change the above procedure by requiring that they put their names on the completed quizzes. This will bring the numbers back up.</p>

							I will also have an additional practice session or two which arise from chapter content we are studying at the time. This should increase the percentages of appropriate responses. 10. Comment provided on the Winter Quarter 13 report.
2013	Spring	32641			55	71	8. The data seems to support that the changes improved performance. It is also possible that the improvement was a function of the differences in students taking the test. 9. Spend more class time discussing the various approaches used to make ethical decisions. This should help ensure that students understand the different philosophies and how they would be applied. Spend more time discussing the relevance of ethical decision-making. This should help students understand the legal and moral issues of ethical behavior. Hopefully, this would cause them to think about the issues more seriously. Encourage more questioning from students. This should help them to relate the discussions to their workplace and encourage more understanding. 10. An individual course in ethics could provide more of an in-depth analysis of the topic. Cases could help students understand the dilemmas and approaches to resolve them.
2013	Spring	MGMT 42302			28	96	7. Strengths: Students learned basic knowledge by completing chapter outlines for a homework score. They used the outlines to study for the quizzes used in the assessment. By and large, the outlines were well done. These helped to reinforce basic textbook knowledge as evidenced by the quiz scores. Students also had several other readings on ethics that were discussed as a foundation of understanding. Weaknesses: The weakness is the assessment itself. It does not assess higher levels of learning, but for benchmarking baseline knowledge, the assessment is adequate. Other class activities were in place for assessing higher-order learning (such assessments are likely in the future). By and large, it is important for students to have some common body of knowledge for them to use when reaching higher-order conclusions, so it is a good start, but certainly not the comprehensive activity necessary to improve ethics understanding among young students. The course itself has much more focus on a variety of activities for self-reflection, discussion, and debate about ethics, so the baseline knowledge was just a tiny portion of what could be assessed. 8. Continue additional activities for making use of a common body of knowledge as the basis of application, evaluation, and integration of ethics knowledge (such as, debates, reports, case analysis, interpretations of media). Possibly coordinate with faculty to choose common textbook to improve common body of knowledge covered in ethics.

2013	Spring	MGMT 42301			23	17	<p>8. No. Actually, results in this quarter are dramatically lower than last quarter. The percentage of students that earned over 75% on the assessment measure dropped from 48% in the last quarter to only 17% in this quarter.</p> <p>Here are the changes implemented based on the last assessment results:</p> <ul style="list-style-type: none"> <li>• More discussion in case studies</li> <li>• Adding more real business practices such as sample Corporate Social Responsibility Report</li> </ul> <p>While these changes are expected to improve the students learning, the assessment result does not reflect the improvement. The test's statistics show the class average dropped from 22.5 (out of 30) to 19.1 (out of 30) In this quarter. The highest and lowest grades dropped from 30 (out of 30) and 16 (out of 30) to 27 (out of 30) and 13 (out of 30), respectively. The variance also increased from 9.1 to 12.5. Although 75% may sound arbitrary, the test statistics show students did poorer in this quarter compared to the last quarter. In conclusion, changes did not improve students' performance in the assessment measure used.</p> <p>9. Although the changes did not show improvement in the assessment results, I will continue implementing them in future classes as further discussions and including real world examples make comprehension of key concepts more effective.</p> <p>The class average of 22.5 and 19.1 shows the students in the last and current quarter did poorly in the test. One explanation is that students might find it difficult to prepare for the exam. Therefore, I plan to give study guides to help students in exam preparation.</p>
2013	Spring	MGMT 42341			21	24	<p>No, actually results in this quarter are dramatically lower than last quarter. The percentage of students that earned over 75% on the assessment measure dropped from 48% in the last quarter to only 24% in this quarter.</p> <p>Here are the changes implemented based on the last assessment results:</p> <ul style="list-style-type: none"> <li>• More discussion in case studies</li> <li>• Adding more real business practices such as sample Corporate Social Responsibility Report</li> </ul> <p>While these changes are expected to improve the students learning, the assessment result does not reflect the improvement. The test's statistics show the class average dropped from 22.5 (out of 30) to 20.4 (out of 30) In this quarter. The highest and lowest grades dropped from 30 (out of 30) and 16 (out of 30) to 29 (out of 30) and 13 (out of 30), respectively. The variance also increased from 9.1 to 14.2. Although 75% may sound arbitrary, the test statistics show students did poorer in this quarter compared to the last quarter. In conclusion,</p>

							<p>changes did not improve students' performance in the assessment measure used.</p> <p>9. Although the changes did not show improvement in the assessment results, I will continue implementing them in future classes as further discussions and including real world examples make comprehension of key concepts more effective.</p> <p>The class average of 22.5 and 20.4 shows the students in the last and current quarter did poorly in the test. One explanation is that students might find it difficult to prepare for the exam. Therefore, I plan to give study guides to help students in exam preparation.</p>
2013	Summer	MGMT 423			22	32	<p>8. No, scores showed a decline. The percentage of decline is somewhat exaggerated by the small numbers of students. Further, the re-assessment was conducted during the Summer Quarter where classes proceed at a faster pace.</p> <p>9. Emphasize the philosophies and approaches to ethical decision-making by spending class time discussing and applying them. Because the topic is covered in previous classes, students may think that they already know the material and not focus adequate attention on the material.</p> <p>10. Students are exposed to the topic of ethics in multiple classes. A self-standing course dealing with ethics may be a possibility.</p>
2013	Fall	MGMT 42341			22	41	<p>8. Yes. I made the changes suggested in the previous assessment in this class including:</p> <ul style="list-style-type: none"> <li>• More discussion in case studies</li> <li>• Adding more real world business practices such as sample Corporate Social Responsibility Report</li> <li>• Study guides: reviewing important point at the beginning of each class and summarizing at the end emphasizing important areas.</li> </ul> <p>Although these changes improved the students learning, the assessment result are not satisfactory. The test's statistics show the class average improved from 19.1 (out of 30) to 21.45 (out of 30) and the percentage of students earned over 75% on the assessment improved from 17% to 41%. However, these figures are below my expectations.</p> <p>9. Although the changes show improvement in the assessment results, I will continue implementing previous suggestions in future classes and also plan to add debates and video clips discussing fundamental concepts as well as their applications.</p> <p>10. NA</p>
2013	Fall	MGMT 32640			57	65	<p>8. The changes did not lead to improvement. One reason may be the student composition of the class. This section contained a larger percentage of international students than is typical. It is likely that cultural and legal differences in evaluating situations may have</p>

							<p>occurred.</p> <p>9. I will focus on text material to ensure understanding of the concepts and applications. Further, I will address the issue of cultural differences directly.</p>
2013	Fall	MGMT 32641			57	65	<p>8. The changes did not lead to improvement. This section of the class is held once per week. It is possible that students who are working and attending multiple classes have difficulty managing the workload. While they may feel confident that they understand the main idea(s), they may miss the details.</p> <p>9. I will reinforce the concepts that they read about in the text. I will do this through lecture and in-class applications of the concepts while also providing ample opportunities for students to ask questions.</p>

**Undergraduate Business Program Assessment  
2012-13 Results Summary Sheet  
Multiculturalism Goal**

Year	Quarter	Course No. and Section	Was this a "loop opening" assessment? (Pilot Data was Collected)	Was this a "loop closing" assessment? (Improvement had been applied)	No. of Students Assessed	% of Students Meeting Standard	Observations/Brainstorming Ideas Suggested
2013	Winter	MKTG 31002	Yes		53	85	8. NA 9. Students understand the place of culture in marketing, but not the details. Weakness observed include some definitions and ethnic color preferences. Students need to be further exposed to more examples of marketing decisions based on culture. Thus I will place more emphasis on word definitions and use more examples of international business decisions based on culture. 10. Place more emphasis on the subject in the global marketing section of the course.
2013	Winter	MKTG 31050	Yes		32	81	9. A significant number of students, 53% in some cases, failed to understand the relationship between national culture and its subcultures. Such problem was apparent esp in the U.S context, where there is a diverse population. One of the reasons may be that up to 40% of our students are international students and they do not have adequate knowledge about the US national culture and its subcultures. Hence, during Fall 2013 I do not have adequate knowledge about the US national culture and its subcultures. Hence, during fall 2013 I intend to allocate more time for class discussion on: - The relationship between national culture and subcultural settings. - Common parameters used to define subcultures - Subcultures and firm's global operations 10. Bellevue has many international students. When they come to the U.S. they experience culture shock and multiculturalism in a real world setting. Hence, what needs to be improved is our effort to relate the theory to the real life experiences of the students. That way they can understand it better.
2013	Winter	MGMT 42301	Yes		26	92	8. NA 9. Strengths: Student performance was above the goals for both measures. Weaknesses: Some students still have trouble distinguishing between the concepts about business, as it exists today. The class did not attempt to make a distinction between etiquette and social

							<p>responsibility. An inadvertent loss of the copies of Test 1 made scoring of those questions impossible. However, there were more than enough questions on Test 2 to make the assessment valid. An idea: Differentiate between tradition cultural etiquette in global trade and actual business practices (beliefs in action) as they concern corporate social responsibility. In class discussions, make a more definitive distinction between traditional cultural belief and the beliefs in action that are practiced in global corporations today. Will base assessment only on those questions on the regular Test 2 and the specially designed “Cultural Issues that Impact Business Operations in a Global Society.”</p> <p>10. The textbooks generally available for this course (at least those available 5 years ago) do not provide a realistic sense of the degree of corporate irresponsibility vs. the degree of corporate social responsibility. This leaves a superficial sense of corporate social responsibility that does not lead to a thorough examination of the unethical practices in the global economy today. Even worse they confuse it with sensitivity to traditional cultural manners. A number of critical books and articles should be required along with any texts used. This should be more than an etiquette course. I personally chose not to use the texts since they were so superficial.</p>
2013	Winter	MGMT423 02	Yes		26	77	<p>8. NA</p> <p>9. Strengths: Student performance was above the goals for both measures. Weaknesses: Some students still have trouble distinguishing between the concepts about business, as it exists today. The class did not attempt to make a distinction between etiquette and social responsibility. An inadvertent loss of the copies of Test 1 made scoring of those questions impossible. However, there were more than enough questions on Test 2 to make the assessment valid. An idea: Differentiate between tradition cultural etiquette in global trade and actual business practices (beliefs in action) as they concern corporate social responsibility. In class discussions, make a more definitive distinction between traditional cultural belief and the beliefs in action that are practiced in global corporations today. Will base assessment only on those questions on the regular Test 2 and the specially designed “Cultural Issues that Impact Business Operations in a Global Society.”</p> <p>10. The textbooks generally available for this course (at least those available 5 years ago) do not provide a realistic sense of the degree of corporate irresponsibility vs. the degree of corporate social responsibility. This leaves a superficial sense of corporate social responsibility that does not lead to a thorough examination of the unethical practices in the global economy today. Even worse they confuse it with sensitivity to traditional cultural manners. A number of critical books and articles should be required along with any texts</p>

							used. This should be more than an etiquette course. I personally chose not to use the texts since they were so superficial.
2013	Winter	MGMT 42302	Yes		23	61	8. NA 9. Weaknesses: Students seem to focus on the “general idea” rather than having a thorough understanding of the material. Students seem to “skim” rather than read for understanding. 1. Handouts will be used to help students process the new information more effectively. It will focus more attention on important topics and repeat them in a format different from the text. 2. We can spend more time discussing the more complex material. 3. Emphasize the importance of reading assigned material
2013	Winter	MGMT 42340	Yes		25	16	8. NA 9. In 1 of the 10 questions, less than 10% of the students answered correctly. Surprisingly, that question was about “Globalization” which was fully discussed in class. However, the choices were very close to each other which probably confused students. In general, questions to test this goal were very difficult. The main focus of the course is on the relationship between business and society/government domestically and just little explanation on global aspects are given. As results demonstrated this approach did not achieve the goal of increasing global understanding of students to an acceptable level. Therefore, key global concepts could be brought to the main focus of this course by: Spending more time discussing key global concepts. Including examples of global business practices, exercises, videos, or assignments. Making the exam more consistent with what is possible to do in the class and lower expectation to this course rather than a course dedicated to global business. 10. There are two other courses, namely, International Business Management (MGMT/IBUS 470) and Multinational People Management (MGMT471) dedicated to global aspects of business. This goal is more consistent with those courses. One option is to test this goal in those courses. Another solution is to make those courses pre-requisite for this course.
2013	Spring	MKTG3014 1	Yes		34	44	8. NA 9. This course provides fundamental knowledge of marketing. When it is delivered and discussed, it will be still about fundamentals, concepts, and terms. However, students will be driven to understand the critical concepts further in more global/multicultural environments, when applications come into the lecture, discussion, and assignments. 10. There are other courses whose foci are more about international and global business as well as multicultural aspects and diversity

							understanding. They are Global Marketing Management (MKTG/IBUS 472) and International Business Management (MGMT/IBUS 470). To see if the goal of 'Multiculturalism and Global Awareness' is well achieved all throughout the business program curriculum, a continuous progress check with the given goal for these programs is recommended.
2013	Spring	MGMT 423-01		Yes (Also See Improvement Note)	23	35	<p>8. Yes, the percentage of students earned above 75% increased from 16% in the previous quarter to 35% in this quarter. Here are the changes that were planned in the previous cycle to be implemented in this cycle:</p> <ol style="list-style-type: none"> <li>1. Spending more time discussing key goal concepts: Although the main focus of this course is on domestic aspects of the relationship between businesses and society/government, we tried to spend more time and discuss the global aspects in more details.</li> <li>2. Including examples of global business practices, exercises, videos, or assignments: We discuss key global concepts with real world examples and current global issues accompanied with relative videos (for example, the recent referendum in Switzerland on CEO bonus).</li> <li>3. Making the exam more consistent with what is possible to do in the class and lower expectation to this course rather than a course dedicated to global business: I did not change the exams and continued using previous quarter's exams.</li> </ol> <p>Important note: Although the result in this cycle shows significant improvement from the last quarters, it should NOT only be attributed to the planned changes made in this quarter. Students in this quarter were very interested in global aspect of business and some of them had international experiences and willing to share them with class.</p> <p>9. I still think the main focus of the course is on the relationship between business an society/government domestically and just little explanation on global aspects are given and those discussions are in different chapters dispersed in the quarter. I will continue to discuss global aspects in more details with examples, cases, and videos but will not change the exam to lower the expectation.</p> <p>10. There are two other courses, namely, International Business Management (MGMT/IBUS 470) and Multinational People Management (MGMT471) dedicated to global aspects of business. This goal is more consistent with those courses. One option is to test this goal in those courses. Another solution is to make those courses prerequisite for this course.</p>
2013	Spring	MGMT 42302	Yes		28	100	7. Strengths: Students learned basic knowledge by completing chapter outlines for a homework score. They used the outlines to study for the

							<p>quizzes used in the assessment. By and large, the outlines were well done. These helped to reinforce basic textbook knowledge as evidenced by the quiz scores.</p> <p>Weaknesses: The weakness is the assessment itself. It does not assess higher levels of learning, but for benchmarking baseline knowledge, the assessment is adequate. Other class activities were in place for assessing higher-order learning (likely in future). By and large, it is important for students to have some common body of knowledge for them to use when reaching higher-order conclusions, so it is a good start, but certainly not the comprehensive activity necessary to improve cultural understanding among young students.</p> <p>8. Continue additional activities for making use of textbook knowledge as the basis of application, evaluation, and integration of cultural knowledge (such as, debates, reports, case analysis, interpretations of media).</p> <p>Possibly coordinate with faculty to choose common textbook to improve common body of knowledge covered in culture and diversity. Embed cultural/international knowledge in courses across curriculum. Coordinate with course leaders of General Education cultural diversity/international courses to avoid duplication.</p>
2013	Spring	MGMT 423-41		Yes	20	25	<p>8. Yes, the percentage of students earned above 75% increased from 16% in the previous quarter to 25% in this quarter. Here are the changes that were planned in the previous cycle to be implemented in this cycle:</p> <ol style="list-style-type: none"> <li>4. Spending more time discussing key goal concepts: Although the main focus of this course is on domestic aspects of the relationship between businesses and society/government, we tried to spend more time and discuss the global aspects in more details.</li> <li>5. Including examples of global business practices, exercises, videos, or assignments: We discuss key global concepts with real world examples and current global issues accompanied with relative videos (for example, the recent referendum in Switzerland on CEO bonus).</li> <li>6. Making the exam more consistent with what is possible to do in the class and lower expectation to this course rather than a course dedicated to global business: I did not change the exams and continued using previous quarter's exams.</li> </ol> <p>9. I still think the main focus of the course is on the relationship between business an society/government domestically and just little explanation on global aspects are given and those discussions are in different chapters dispersed in the quarter. I will continue to discuss global aspects in more details with examples, cases, and videos but will not change the exam to lower the expectation.</p>

							10. There are two other courses, namely, International Business Management (MGMT/IBUS 470) and Multinational People Management (MGMT471) dedicated to global aspects of business. This goal is more consistent with those courses. One option is to test this goal in those courses. Another solution is to make those courses prerequisite for this course.
2013	Summer	MGMT 423			22	55	8. No, results showed a decline. The small number of students exaggerated the percent change. 9. Spend more time discussing the topic and providing opportunities to apply the concept. Repetition, discussion, and application of concepts should help students to retain the information. 10. I think the topic is covered adequately in multiple classes.
2013	Fall	MKTG 310			61	21	8. NA 9. This is a principle of marketing course tailored to introduce and provide the fundamental terms and concepts. While maintaining the core principles taught, students will be guided to thoughtfully reflect and comprehend a more global/multicultural perspective moving forward in lectures, discussions, and assignments. 10. There are other courses whose foci are more about international and global business as well as multicultural aspects and diversity understanding. They are Global Marketing Management (MKTG/IBUS 472) and International Business Management (MGMT/IBUS 470). To see if the goal of 'Multiculturalism and Global Awareness' is well achieved all throughout the business program curriculum, a continuous progress check with the given goal for these programs is recommended.
2013	Fall	MKTG 31002			58	47	8. Yes, from 44% to 47%. Although 3% increase is not yet satisfactory, it has been improved. The course/curriculum changes in fall quarter 2013 was that chapter 15 Global marketing was more emphasized during class lecture, and multiple examples related to international marketing and diversified & multi-cultural business cases were introduced. 9. For the course when next offered, various teaching methods will be implemented to help students better understand "Multiculturalism and Global Awareness." When fundamentals, concepts, and terms of marketing are explained through lectures, international, multi-cultural, and diversified examples and applications will be introduced. A short case analysis related to global marketing will be added as an assignment. The current assessment shows that 27 students (47%) achieved 75% or higher, and 15 students (28%) got 8/12 questions correct, only one correct question short, so the course will be designed to help those students at the threshold clearly understand the concept and application of "Multiculturalism and Global Awareness."

							10. There are other courses whose foci are more about international and global business as well as multicultural aspects and diversity understanding. They are Global Marketing Management (MKTG/IBUS 472) and International Business Management (MGMT/IBUS 470). To see if the goal of 'Multiculturalism and Global Awareness' is well achieved all throughout the business program curriculum, a continuous progress check with the given goal for these programs is recommended.
2013	Fall	MKTG 31040			56	45	<p>8. It changed from 44% to 45%. 1% increase is not satisfactory, and probably statistically not meaningful. The course/curriculum changes in fall quarter 2013 was that chapter 15 Global marketing was more emphasized during class lecture, and multiple examples related to international marketing and diversified &amp; multi-cultural business cases were introduced.</p> <p>9. For the course when next offered, various teaching methods will be implemented to help students better understand "Multiculturalism and Global Awareness." When fundamentals, concepts, and terms of marketing are explained through lectures, international, multi-cultural, and diversified examples and applications will be introduced. A short case analysis related to global marketing will be added as an assignment.</p> <p>The current assessment shows that 27 students (47%) achieved 75% or higher, and 15 students (28%) got 8/12 questions correct, only one correct question short, so the course will be designed to help those students at the threshold clearly understand the concept and application of "Multiculturalism and Global Awareness."</p> <p>10. There are other courses whose foci are more about international and global business as well as multicultural aspects and diversity understanding. They are Global Marketing Management (MKTG/IBUS 472) and International Business Management (MGMT/IBUS 470). To see if the goal of 'Multiculturalism and Global Awareness' is well achieved all throughout the business program curriculum, a continuous progress check with the given goal for these programs is recommended.</p>

**Undergraduate Business Program Assessment  
2012-13 Results Summary Sheet  
Teamwork Goal**

Year	Quarter	Course No. and Section	Was this a "loop opening" assessment? (Pilot Data was Collected)	Was this a "loop closing" assessment? (Improvement had been applied)	No. of Students Assessed	% of Students Meeting Standard	Observations/Brainstorming Ideas Suggested
2013	Winter	MGMT 32601	Yes		62	98	8.NA 9. One problem with the assessment tool was one question that was difficult to interpret. If that question was omitted the score on teamwork would be more than 60%. Strengths: Students demonstrated their ability to work with others on a team project. Students demonstrated some knowledge of the teamwork concepts. Weaknesses: Students experience problems with more specific concepts. Changes: Review questions carefully, consider amount of time spent on the chapter. Questions will be reviewed as one typo was found and another question was difficult to interpret. Consider class scheduling of lectures and team presentations. Students have difficulty shifting gears from one activity to another.
2013	Winter	MGMT 32641	Yes		44	14	8. NA 9. Overall, three particular issues stood out as priorities for improvement. First, students displayed extremely weak understanding of those qualities that distinguish effective team process. In other words, they don't understand the issues that affect team effectiveness. This makes it difficult for them to intervene constructively. Second, students do not understand how team goals can be made more meaningful for team member. And, finally, they do not appear to understand the observed approaches shared by successful teams. These three issues all relate to the broad idea that our students do not really understand the distinction between group work and teamwork, much less the difference between a group and a team. This is where improvement must begin. In my sections, I will be rewriting lectures with a focus on a) the distinction between a group and a team, and b) the characteristics of effective team process. 10. We need to really look at our use of groups in courses. We need to evaluate whether we are truly creating circumstances where teamwork is required, or whether group work is being used to simplify the

							instructor's grading work. Group work is clearly confusing the students about the true concept of teamwork and undermining the performance of our college on this objective.
2013	Winter	MGMT 49002		Yes	31	100	<p>8. NA</p> <p>9. Teamwork appears to have improved this quarter. Three projects were completed at a professional level that was praised by project clients. Two of those were among the ten best completed over the past 9 years. The fourth project was as thorough as could be expected given difficulties in access to client information. Only one was mediocre. In the oral debriefing session, I routinely conduct at the end of capstones, several students stated that the 8 criteria peer evaluation format used, aided accountability. However, in spite of being warned that rating all your team members as a 6 on all eight items would be viewed as lacking credibility and might receive grade penalties for the rater, too many scored most teammate performance as 6. Even so, averaging all team member ratings for a team produced an assessment of each team member's contributions that closely mirrored my own assessment of each student's performance.</p> <p>In order to make the instrument more sensitive, I will change the scoring so that 5.0 will be defined as 75%, rather than 4.0. This was calculated by assuming a 2.0 as the base score of 0. In addition, I will add to the mutual feedback session a the midpoint of course an anonymous rating of each other's overall contribution (Q#8) to that point and do more to assure that the final peer evaluations are strictly confidential. I will then consider these scores in relation to my own assessments of each student's performance and in relation to the quality of the team's projects as assessed by their clients and by me</p> <p>Also, since it cannot be individually scored, the second instrument described in 5a above will be used only by me as a timely climate check and a comparison to the ratings on the peer evaluation format.</p> <p>10. NA</p>
2013	Winter	MGMT 49040	Yes		26	73	<p>8. NA</p> <p>9. Quest for improvement is never over- I shall try to give them a lecture on some tools and techniques of soliciting cooperation and expected-result-compliance from some malingering team members who have exhibited some behaviors of being hitch-hikers, free-loaders. Initially, I shall delegate the compliance responsibility to the group via some social controls and if that fails my intervention may become critical to counsel the non- performing deviants and isolates of specific groups. First a soft and consultative approach then firm action if they fail to follow through.</p> <p>10. The role of professor is critical to explain fully the importance of assessment to assure standards to excellence are achieved. The tone, conviction, clarity and persuasiveness of the teacher shall work wonders when the students realize the teacher is sincerely committed</p>

							to improve and evaluate their performance and learning—a life-long continuous process the students simply cannot postpone so why not start forming a good habit of preparedness and ready to be tested about their quality of learning—and the professor’s leadership in designing and delivering the content and learning environment in the class—an experiment in joy of learning and joy of teaching and a partner in learning adventure is highly desirable and laudable.
2013	Winter	MGMT 49041	Yes		27	81	<p>8. NA</p> <p>9. Quest for improvement is never over- I shall try to give them a lecture on some tools and techniques of soliciting cooperation and expected-result-compliance from some malingering team members who have exhibited some behaviors of being hitch-hikers, free-loaders. Initially, I shall delegate the compliance responsibility to the group via some social controls and if that fails my intervention may become critical to counsel the non- performing deviants and isolates of specific groups. First a soft and consultative approach then firm action if they fail to follow through.</p> <p>10. The role of professor is critical to explain fully the importance of assessment to assure standards to excellence are achieved. The tone, conviction, clarity and persuasiveness of the teacher shall work wonders when the students realize the teacher is sincerely committed to improve and evaluate their performance and learning—a life-long continuous process the students simply cannot postpone so why not start forming a good habit of preparedness and ready to be tested about their quality of learning—and the professor’s leadership in designing and delivering the content and learning environment in the class—an experiment in joy of learning and joy of teaching and a partner in learning adventure is highly desirable and laudable.</p>
2013	Spring	MGMT 32602		Yes	57	23	<p>8. The changes led to improvement, but not nearly as much as I was hoping to achieve. In the areas of meaningful goals and qualities associated with effective team process, there was significant improvement. However, the overall performance is still below our expectation. I will keep these changes to the lectures, but will suggest additional changes for future classes (see #9, below). It is worth noting that an additional 10 students fell just one question short of meeting the acceptable performance threshold. This is promising as we continue to strive for improvement.</p> <p>9. As opposed to the last assessment, students performed much better with respect to understanding how to make team goals more meaningful to individuals, and with respect to understanding those qualities that are typically exhibited by high performing teams. However, students still struggle with distinguishing teams from working groups. Additionally, the results indicate a poor understanding of the phases through which teams develop, and how teams influence individual behaviors.</p>

							Next time I teach this course, I will conclude the team content section with an interactive exercise that encourages students to apply the ideas while they are still fresh from our discussion. I am hoping that by following our discussion with hands on interaction that understanding and retention will both be enhanced. 10. NA
2013	Spring	MGMT 32640		Yes	61	85	8. The quality of the projects was about the same as the winter quarter, but the use of the peer evaluation formats was more rigorous and the scores came closer to reflecting my assessment of each student's work. The assured confidentiality allowed students to be more honest in their evaluations. 9. Now that I have adopted the more sensitive scoring system and assured confidentiality, the scores more closely reflect my other assessments of each student's work. Now I will focus on increasing the teamwork, which should result in a higher % achieving a grade of 75%. I will provide teamwork training and practice early in the quarter in conjunction to assigning the text chapter on groups and teams at that point. 10. No
2013	Spring	MGMT 326		Yes	53	40	8. The changes led to a slight improvement in performance. It is difficult to determine if the improved performance is a function of the changes or the students. 9. For teamwork, ensure that adequate attention is provided to the topic during class. The topic is discussed at the end of the quarter so students are presenting papers, studying for tests, etc. This may result in not completing reading assignments properly. The collaboration work is excellent. No improvements are needed. 10. I think students receive adequate information about teams and are provided with numerous opportunities to collaborate.
2013	Spring	MGMT 49001			30	90	8. Yes for MGMT 490 01, the more rigorous scoring resulted in increase teamwork accountability. The result was that all projects were of professional quality (3 of 5 in W13) and highly valued by the teams' client organizations. The fact that 10% scored below 75% reflected this added pressure to be accountable and its contribution to teamwork. In MGMT 490 42, the more rigorous scoring resulted in 9 of 30 scoring below 75. That is 30% of the class. Project quality was accomplished with the team reports being highly valued by the client and by me. It was clear from individual ratings and from individual contribution reports that on some teams, a few did most of the work. While the projects were improved over winter 2013, the team was not. The difference, at least partially, was that for MGMT 490 01, I provided more teamwork training than for section 42.

							<p>9. I provided more teamwork training in MGMT 490-01 than to the other section, MGMT 490 42, which I believe made the difference between the evaluation scores. I intend to do more teamwork training early on for all sections taught. When students fully understand that each is responsible for overall quality of the project, not just their part of it, I believe most will respond with better teamwork.</p> <p>10. No</p>
2013	Spring	MGMT 49050			33	75	<p>8. NA</p> <p>9. One challenge the students faced working in teams in this case was the teams' larger size. The projects were designed for each team to work with a local business and to have between 5-7 members each, but late registrations increased overall class size unexpectedly by over 25%. Each team ended up with 8 or 9 members and this made coordination and collaborations among the team members very difficult, leading to many problems and conflicts. I was unable to find another comparable business to add to the class in the short time period. Many students mentioned to me that the most difficult issue was to find the time for all team members to meet outside of class. To improve the students' performance next time I teach this class, I will take into account the total possible number of students who may be able to register for the class and work with local businesses for a possible back-up project, and limit each team's size to 5-7 members only. With optimum team size, I expect that the students will be able to coordinate and collaborate better with one another. Smaller team size should also allow each team to communicate and/or resolve conflict more effectively, resulting in equal share of responsibilities and contributions to the team's final project.</p> <p>10. One observation specific to the section was not only that the students struggled with larger team size, but also with collaborating cross-culturally. (Note: Approximately 40% of the students in this section were international students). Many students indicated that it was difficult to communicate with others from different cultural backgrounds and that there were often problems or misunderstandings regarding English usage (both verbally and in written format). To improve the students' ability to work in teams, especially in cross-cultural setting, the students should be exposed to it early (for example, not allowed to work with friends from similar backgrounds in other classes prior to capstone), and should have better language skills.</p>
2013	Fall	MGMT 32640			56	93	<p>8. There was a 6% improvement in responses to exam questions and a 5% decline in collaborative behavior. I believe the second situation is primarily the result of the behavior of a few students who were not engaged in the class. They showed up occasionally, usually for tests, and little else which resulted in team members either providing low scores and no evaluation.</p>

							9. I will continue to work to improve students' understanding of team behavior. The topic is covered the last week of class, so I will ensure that adequate time is devoted to the topic. I will also discuss "team member responsibilities" at the beginning of the quarter when teams are formed.
2013	Fall	MGMT 32641			58	100	8. Generally, the results were the same. There was a slight decrease in exam responses and a slight improvement in team collaboration. Differences were attributable to performance of a single student in both measures. 9. I will ensure that adequate time is devoted to the topic of teams. The topic is covered the last week of class when students frequently skip or leave early to finish projects in other classes so I will integrate some of the material into earlier chapters so they will hear it multiple time.

**Undergraduate Business Program Assessment  
2012-13 Results Summary Sheet  
Understanding Financial Statements Goal**

Year	Quarter	Course No. and Section	Was this a "loop opening" assessment? (Pilot Data was Collected)	Was this a "loop closing" assessment? (Improvement had been applied)	No. of Students Assessed	% of Students Meeting Standard	Observations/Brainstorming Ideas Suggested
2013	Winter	ACCT 25101			60	75	8. NA 9. Strengths: Those students that completed the homework and the Annual Report Project assignments in a complete and professional manner were able to demonstrate a satisfactory understanding of the three financial statements on the final. Weaknesses: Many of the students that were unable to complete the statements consistently put accumulated depreciation as a current liability. These students also used the beginning stockholders equity balances on the balance sheet rather than those computed on the statement of owners' equity and couldn't figure out why the balance sheet didn't balance. I believe making one or more of the financial statements part of the chapter examinations will encourage students to review and study how the statements are formulated. I also believe that discussing the Annual Project Report assignments that specifically relate to the financial statements or portions of the statement will enhance student learning. 10. Not that I know of as this course is the start of the accounting program.
2013	Winter	ACCT 25102			66	68	8. NA 9. Strengths: Those students that completed the homework and the Annual Report Project assignments in a complete and professional manner were able to demonstrate a satisfactory understanding of the three financial statements on the final. Weaknesses: Many of the students that were unable to complete the statements consistently put accumulated depreciation as a current liability. These students also used the beginning stockholders equity balances on the balance sheet rather than those computed on the statement of owners' equity and couldn't figure out why the balance sheet didn't balance. I believe making one or more of the financial statements part of the chapter examinations will encourage students to review and study how the statements are formulated. I also believe that discussing the Annual Project Report assignments that specifically relate to the financial

							statements or portions of the statement will enhance student learning. 10. Not that I know of as this course is the start of the accounting program.
2013	Winter	ACCT 25175			10	40	8. NA 9. Strengths: Those students that completed the homework and the Annual Report Project assignments in a complete and professional manner were able to demonstrate a satisfactory understanding of the three financial statements on the final. Weaknesses: Many of the students that were unable to complete the statements consistently put accumulated depreciation as a current liability. These students also used the beginning stockholders equity balances on the balance sheet rather than those computed on the statement of owners' equity and couldn't figure out why the balance sheet didn't balance. I believe making one or more of the financial statements part of the chapter examinations will encourage students to review and study how the statements are formulated. I also believe that discussing the Annual Project Report assignments that specifically relate to the financial statements or portions of the statement will enhance student learning. 10. Not that I know of as this course is the start of the accounting program.
2013	Winter	FINC 33525			25	80	8. NA 9. Strengths: Students had a very good understanding of the inverse relationship between bond prices and interest rates. They were also able to find the price of a bond that makes annual interest payments as well as the price of a bond that makes semiannual interest payments. Weaknesses: Only about 68% were able to calculate the yield to maturity of a bond that makes semiannual interest payments. Many of those who didn't get the correct answer (31.67%) failed to multiply the result from their financial calculator by 2. I have developed an interactive web page that will take the students through the steps of finding the yield to maturity of a bond that makes semiannual interest payments. The page will also include videos on how to calculate YTM using a TI84 calculator, A TIBAIPlus calculator, and a spreadsheet. These will be assigned to students during Spring Quarter 2013. The web page is available at <a href="http://Finance.ewu.edu/fincc335/lectures/Ross%20Westerfield%20Jordan/yeild%20to%20maturity.html">http://Finance.ewu.edu/fincc335/lectures/Ross Westerfield Jordan/yeild to maturity.html</a> . These tools should also be useful for traditional sections of 335. 10. No
2013	Winter	FINC 33550			28	96	8. NA 9. Brian Grinder has developed an interactive web page that will take students through the steps of finding the yield to maturity of a bond that makes semiannual interest payments. The page will also include videos on how to calculate YTM using a TI84 calculator, a

							TIBAIPlus calculator, and a spreadsheet. The web page is available at <a href="http://Finance.ewu.edu/fincc335/lectures/Ross%20Westerfield%20Jordan/yeild%20to%20maturity.html">http://Finance.ewu.edu/fincc335/lectures/Ross Westerfield Jordan/yeild to maturity.html</a> .
2013	Spring	FINC 33501			48	45.8	10. Nothing mentioned 8. N/A, although since I did an assessment in Test #2 and then another assessment in the final exam, I must say that the review of this problem I did NOT lead to an improved. Actually, the performance on the final written went down. See the information on the next page. 9. I will assign more bond problems similar to those in the tests to give students more practice. 10. The students in this class seemed less dedicated as students than I think I normally encounter.

**Undergraduate Business Program Assessment  
2012-13 Results Summary Sheet  
Data Analysis Skill Goal**

Year	Quarter	Course No. and Section	Was this a “loop opening” assessment? (Pilot Data was Collected)	Was this a “loop closing” assessment? (Improvement had been applied)	No. of Students Assessed	% of Students Meeting Standard	Observations/Brainstorming Ideas Suggested
2013	Winter	DSCI 346 40			57	NA	8. NA 9. The majority of students assessed are able to correctly construct the HBAT process and to compute the correct answers to the problem. Difficulties seem to be in the final three steps, which require the student to extract the quantitative information from the problem and develop the necessary variables for computation. Additionally, the students seem to have difficulty in arriving at a conclusion and interpretation based on the mathematics but expressed in such a way as the unsophisticated user of statistics would understand. I will adopt additional exercises into the lecture aspect of instruction, which will require students to extract variables and convert into equations. I will also include more exercises during lecture that emphasize expressing the findings of the analysis so that unsophisticated users of statistics may benefit from the analysis. The ability to address the results of outcome of an analysis in such a way that the unsophisticated user of statistics is a stated course objective on the syllabi. 10. None suggested
2013	Winter	OPSM 33001			52	39	8. NA 9. 1. I will benchmark the teaching tools, techniques, and style used by my colleagues and adapts the best known method. I am learning from more experienced instructors. 2. I am testing the value of having students better prepared for lecture by requiring them to pre-read the chapter. Random quizzes over the day’s subject will be done. Students will come to classes prepared. A student survey done this quarter indicated that the students believe this will help. 3. Voluntary “Lead Student” teams (normally of three students) will present an extra credit 10-minute discussion of a core topic from the

							subject being studied. Where appropriate, these topics will be data analysis questions. In a twice per week (two hour lecture) format, One Lead student team will present per class session. In a four-hour evening class setting, two Lead Student teams will present per class session. (Early in the session, and immediately after half-time break) allowing Lead student teams time to set up their presentation using the white boards or overhead projector as appropriate). Lead Student teams think about their topic in greater detail, because it is generally known that teaching a concept to others results in better understanding for the person doing the teaching. 10. None at this time
2013	Winter	OPSM 33050			14	93	8. NA 9. Almost all students in this section received a passing score (over 75%) on the items embedded for this assessment. The class was very small (14 students) and thus, the results may not be reliable. As the students did quite well in this assessment, I plan to make the assessment items more challenging to make sure that they achieve this learning goal. 10. The program should continue to monitor the students' quantitative skills, including pre-requisites of the students coming into the program to ensure their success in our core program.
2013	Spring	OPSM 33001			31	23	8. NA 9. The proposed indicator of 75% is a flawed indicator because it doesn't take into consideration how instructors design a course or assess performance. When I teach OPSM 330 I design the tests in such a way that about 60% of the questions are average type questions. Another 20% or so are tougher questions where I expect 25% of students to be able to answer these. The last 20% are very hard questions that distinguish the best students. What this means is that I would not expect a high percentage of students to get a 75% score or higher. Instead, I would expect a high percentage of students to get a 60% or higher score. Distribution for the 10 questions is: Correct: 1 2 3 4 5 6 7 8 9 10 Number: 0 0 2 5 6 6 5 3 2 2 This distribution shows that only 58% of the students score 60% or higher on the 10 questions. This is in fact lower than normal. During the quarter, I notice a change after the mid-term. Class attendance declined after the mid-term. This might have affected class performance. Distribution for the 5 mid-term questions Correct: 0 1 2 3 4 5 Number: 0 0 2 5 19 5 Thus 94% scored 60% higher Distribution for the final questions

						<p>Correct: 0 1 2 3 4 5  Number: 4 6 9 5 5 2  Thus 39% scored 60% or higher</p> <p>The above illustrates that there was a significant difference between the mid-term and the final. The likely explanation for this is, as mentioned the lower class attendance after the mid-term. The possible explanation for this was that after the mid-term the students had completed two main grading elements in the course, which combined accounted for 75% of the grade. The final exam, in other words, did not have that much impact on their final grade in the course anymore. In fact 18 (58%) of the students had already achieved a 2.0 or higher in the course at that moment. For those students that did not at that time achieve a 2.0 grade, they needed on average a score of 13.6 point on the final.</p> <p>My conclusion from this analysis is that students were performing as expected for the mid-term. The students performed poorly on the final. The possible explanation for this poor performance might be poor class attendance.</p> <p>The poor class attendance may have been caused by good results up until mid-term, which resulted in less need for performance on the final. The poor class attendance might have been caused by 1) other students had other courses that required their attention so that the pressure was of the OPSM 330 course, or 2) students were not motivated to try to earn a high grade in the course. (Or a combination)</p> <p>Problems that I can do something about:  Despite the overall performance as indicated above, I do not see the math or classroom coverage of the math as a problem in the course this quarter. Rather, I think that the main problem was attendance of students, which caused the low performance. Therefore, I identify the following main possible approaches.</p> <ol style="list-style-type: none"> <li>1. Improve class attendance</li> <li>2. Improve engagement with the course material</li> </ol> <p>Changes to make:  If my interpretation is correct, i.e. low abundance due to already high grades, then one way to solve this issue is to change the grading in the course and put more weight on the final. I will look into this, but this isn't the most appealing solution because it kind of forces students to do things and it doesn't necessarily improve their overall interest in the course.</p> <p>A better approach would be to look into other pedagogical approaches that might enhance the overall interest in the course material. I am looking into a newly developed business simulation (Practice Operations). I have worked with simulations before and they have not accomplished what they were supposed to accomplish. However, I am</p>
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							<p>hopeful for this particular simulation because it in particular shows the operation management decision areas, connects with marketing and finance and overall might demonstrate to students how important/interesting operations management is. I plan to try this simulation in the OPSM 330 course.</p> <p>10. No, other than possibly dealing the attitude of students in general. That is, many students in today's generation seem to be concerned more with simply passing a course and getting a degree, rather than strive for gaining the knowledge that is taught in the courses. This is not a typical EWU problem, but rather is widespread across the nation (and also occurs in some other nations).</p>
2013	Spring	OPSM 33040			46	76	<p>8. The data is somewhat confounded by the different type of students in this class vs the previous class. The students on campus W13 in Cheney are younger and less experienced in the work environment than the Riverpoint students Sp13. In addition, the data set chosen for the naïve forecast problem contained a trend that may have confused some students.</p> <p>However, even with these potential defects, my opinion is that the modified method of instruction is more effective at teaching analytical skills.</p> <p>9.</p> <p>1. I will continue to use random quizzes. This has the value of causing students to be better prepared for lecture by incentivizing them to pre-read the chapter.</p> <p>2. Voluntary "Lead Student" teams (normally of three students) will again present an extra credit 10-minute discussion of a core topic from the subject being studied. Where appropriate, These topics will be data analysis questions. In a twice per week (two hour lecture) format, one Lead Student team will present per class session. In a four-hour evening class setting, two Lead Student teams will present per class session. (Early in the session, and immediately after half-time break, allowing Lead Student teams time to set up their presentation using the white boards or overhead projector as appropriate.) Lead Student teams think about their topic in greater detail, because it is generally known that teaching a concept to others results in better understanding for the person doing the teaching.</p> <p>I will continue to improve the PowerPoint presentations used during class, and allowing students to complete the homework assignments twice as these methods have resulted in a perception of greater comprehension and more informed questions during lecture.</p> <p>10. None at this time</p>
2013	Spring	OPSM 33075			31	87	<p>7.Strengths: Students performance on five of the six items embedded in the first exam were uniformly strong with correct responses at 90% or better.</p> <p>8. Weaknesses: The Gibson-valve item requiring a bit more critical</p>

							<p>thinking about productivity increases was more of a struggle for some students. Apparently, a few students struggle with this concept. Performances on the inventory items were also something of a struggle for a few students. Although they are assigned homework items for these types of problems, a few students are not able to use the data provided to formulate answers to simple inventory problems.</p> <p>8. Students may gain skill by practicing additional homework problems on these topics.</p> <p>For the inventory problems, students are at the height of the busy time in the quarter. They may do better if material is re-scheduled to a different part of the quarter.</p> <p>Immediately preceding the chapter materials on inventory, students have a complex forecasting and aggregate planning Excel project due. They may be overwhelmed learning new concepts immediately after the project is due. It may be helpful to schedule the due date for the project after the homework due date for the inventory problems.</p> <p>Increase the value of the quantitative problems as a proportion of the test score to give students more incentive to learn mathematical applications.</p>
2013	Summer	OPSM 33040			4	0	<p>8. NA</p> <p>9. The proposed indicator of 75% is a flawed indicator because it doesn't take into consideration how instructors design a course or assess performance. When I teach OPSM 330 I design the tests in such a way that about 60% of the questions are average type questions. Another 20% or so are tougher questions where I expect 25% of students to be able to answer these. The last 20% are very hard questions that distinguish the best students. What this means is that I would not expect a high percentage of students to get a 75% score or higher. Instead, I would expect a high percentage of students to get a 60% or higher score.</p> <p>Distribution for the 10 questions is: Correct: 1 2 3 4 5 6 7 8 9 10 Number: 0 0 0 0 1 2 1 0 0 0</p> <p>This distribution shows that 75% of the students score 60% or higher on the 10 questions. This is in fact what I would expect.</p> <p>During the quarter, I implemented significant changes in the course. I implemented a simulation. The purpose of using the simulation was to provide the students with a context, which I expected would lead to a better comprehension of the materials.</p> <p>However, as I 'experimented' with the simulation this quarter I noticed that (in the condensed summer quarter) I was not able to cover the same breadth of material as previously (although the simulation did add additional insights that were not covered previously). I was not able to spend as much time on the math problems as previously due to time taken away from the course for the simulation. This means</p>

						<p>that students had less practice with the math. I was also not able to provide a mid-term and a final exam but instead only provided a final exam. This meant that students had to study all materials from the quarter instead of previously where they would be tested twice over half the material. This also meant that the students this quarter had less insight into how I would test.</p> <p>My conclusion from this analysis is that</p> <ol style="list-style-type: none"> <li>1. Students were performing as expected for the course.</li> <li>2. The students performed relatively okay on the math despite the limited practice compared to earlier quarters. This might mean that the simulation helps them in understanding the math.</li> </ol> <p>Problems that I can do something about: Despite the overall okay performance as indicated above, I see the math or classroom coverage of the math as a problem in the course this quarter. This is because there was not enough practice of the math. I tried to incorporate some of the math in the simulation (through assignments) but students did not often apply the book materials (also in many instances the book materials were not relevant).</p> <ol style="list-style-type: none"> <li>1. Improve class attendance</li> <li>2. Improve engagement with the course material</li> </ol> <p>Feedback with regard to earlier changes.</p> <ol style="list-style-type: none"> <li>1. Changes made to grading practices. This quarter half of the grade was based on the simulation, 25% on the final. This was similar for the final as in previous quarters. Thus, most students had passed the course already by the time they took the final, i.e. that issue was not (yet) resolved.</li> <li>2. Changes made to pedagogy. This quarter I used a simulation. The students were interested in doing this. We did three modules in the classroom and two at home. They preferred doing them in the classroom and two at home. It engaged students and thus this measure seemed to be effective.</li> </ol> <p>10. No, other than possibly dealing the attitude of students in general. That is, many students in today's generation seem to be concerned more with simply passing a course and getting a degree, rather than strive for gaining the knowledge that is taught in the courses. This is not a typical EWU problem, but rather is widespread across the nation (and also occurs in some other nations).</p>	
2013	Summer	OPSM 33075			41	98	<p>7. Strengths: Students performance on all items embedded in the exams were uniformly strong with correct responses at 90% or better among 85% of students.</p> <p>Weaknesses: None observed. One student scored 70%. This was an accelerated summer class. I believe she may have been overextended.</p> <p>8. Students may gain skill by practicing additional homework</p>

							<p>problems on these topics.</p> <p>10. I do not believe “fixin’ what ‘ain’t broken” is the approach to take here. I will observe several more classes before concluding that changes are necessary.</p> <p>One change that may be warranted is to eventually include more complex items in the assessment.</p>
2013	Fall	OPSM 33001			61	92	<p>7. Weaknesses: Performance on the inventory items was something of a struggle for less than 10% of students. For at least one student, the problem appears to be ability-related, not motivational, as the student regularly attends class and asks for help.</p> <p>8. Very weak students may gain skill by practicing additional homework problems on these topics. Increasing the value of the quantitative problems as a proportion of the test score may give weaker students more incentive to learn mathematical applications. However, applying these fixes broadly may not be necessary, as more than 90% of students performed well.</p> <p>10. It will address the problem effectively.</p>
2013	Fall	OPSM 33040			56	89	<p>7. Strengths: Student performance was uniformly strong. Students appear to understand these types of quantitative problems</p> <p>Weaknesses: Performance on the inventory items was something of a struggle for less than 10% of students.</p> <p>8. Very weak students may gain skill by practicing additional homework problems on these topics. Increasing the value of the quantitative problems as a proportion of the test score may give weaker students more incentive to learn mathematical applications. However, applying these fixes broadly may not be necessary, as more than 90% of students performed well.</p> <p>10. It will address the problem effectively.</p>
2013	Fall	OPSM 33075			140	91	<p>8. 7. Strengths: Student performance was uniformly strong. Students appear to understand these types of quantitative problems</p> <p>Weaknesses: Performance on the inventory items was something of a struggle for less than 10% of students.</p> <p>8. Very weak students may gain skill by practicing additional homework problems on these topics. Increasing the value of the quantitative problems as a proportion of the test score may give weaker students more incentive to learn mathematical applications. However, applying these fixes broadly may not be necessary, as more than 90% of students performed well.</p> <p>10. It will address the problem effectively.</p> <p>Very weak students may gain skill by practicing additional homework problems on these topics. Increasing the value of the quantitative problems as a proportion of the test score may give weaker students more incentive to learn mathematical applications. However, applying these fixes broadly may not be necessary, as more than 90% of</p>

							<p>students performed well.</p> <p>11. Students need continued development of math skills, in particular, by <i>applying</i> math to solve practical problems. Often, students have little experience relating words to mathematical formulations. They may have the mechanical skills of math under control, but they are often unaware of what math formulations mean.</p>
2013	Fall	DSCI 34640			55	100	<p>9. The majority of students assessed are able to correctly construct the HBAT process. Test results and homework consistently indicated students' ability to arrange an analysis using the HBAT process to arrive at an actionable conclusion. Assessment outcomes also evidence an improvement of students' capacity to generating verbiage which describes the statistical outcome in terms the unsophisticated user of statistics may understand.</p> <p>Scores resulting from this assessment cycle Fall 2013, indicate a more level quantitative achievement across the five questions which comprise the hypothesis based analysis technique, HBAT, as opposed the cyclical achievement over the five questions shown in past cycles.</p> <p>In class discussion of the homework topic at the time the homework assignment is given seems to help students' focus on the objectives associated with each step involved with developing an actionable outcome from the analysis.</p> <p>Instructional adjustments I am considering address the computational aspects of developing the actionable outcomes. While in class discussion seems to be helping with interpreting the outcomes of the analysis, the ability of students to manually compute and match computational outcomes provided by the software remains a challenge. I will begin utilizing unit quizzes to reinforce retention of computational techniques and concepts. Quiz results will also allow me to assess comprehension on a timelier basis and thereby undertake measures to address weaknesses in their computational abilities.</p>
2013	Fall	DSCI 34601			39	36	<p>8. NA</p> <p>9. Review of notes made during the grading of the examinations suggests the following changes:</p> <ol style="list-style-type: none"> <li>1. Additional emphasis on the evaluation of test assumptions and documenting the decision rule is needed as many students skipped writing these steps down even though the overall rubric was presented in advance.</li> <li>2. Additional problems with "poorly formed" questions and unexpected results are needed during lecture to refocus the students on the "messy real-world" rather than the "neat textbook" problems as the students appear to have attempted to game the exam.</li> </ol> <p>10. No suggestions at this point in time.</p>

**Exhibit XI**

**Form**

**UG Business Program Assessment “Closing of the Loop”  
Summary of Strengths, Improvements, and Actions Taken  
201\_**

<b>Qtr /Year of Pilot</b>	<b>Qtr /Year of Re-test</b>	<b>Learning Objective Assessed</b>	<b>Met Standard 1<sup>st</sup> Time?</b>	<b>If “Yes” to Meeting Std, List Observations, Strengths, and/or Actions</b>	<b>If ‘No’ to Meeting Std, List Improvements and Actions to be Taken</b>	<b>Champion(s) and Dates (List Committee and/or Instructor Applying Improvement)</b>	<b>Effective? (2<sup>nd</sup> Data Set Shows Improvement)*</b>
W2013		<b>Ethics</b>					
		Ethics Subcategory 1					
		Etc.					
		<b>Quantitative</b>					
		<b>Global Awareness</b>					
		<b>Teamwork</b>					
		<b>Information</b>					

\*If “Closing of the Loop” shows action taken was not effective, indicate “no”, and list what new action is to be taken

**ASSESSMENT PLAN DOCUMENTS**

**2013-18**

**PHASE IV DOCUMENTS**

**COORDINATED PROGRAM-LEVEL ASSESSMENT OF SKILLS**

**2013-18**

## Exhibit XII

### Student Learning Goals and Objectives 2013-2018 Eastern Washington University Undergraduate Business Program

**Critical Thinking** – Students can use appropriate information and/or concepts and skills from the common body of business knowledge to bear upon the critical analysis of business issues and problems.

1. Our students will know the common body of business knowledge, including theories, concepts, formulae, rules and standards, necessary to perform routine tasks, complete reports, analyze cases/conditions, and solve problems.
2. Using case studies, designed exercises, and/or real-life examples, our students know how to use an analytical framework to apply the common body of knowledge to solve problems, resolve issues, or evaluate situations.
3. Our students will be able to reference appropriate information for use as supporting evidence and differentiate between fact, opinion, and extraneous data when producing reports, analyzing cases and issues, and solving problems.
4. Our business students will know the specialized disciplinary knowledge of their chosen major for solving problems.

**Ethical Awareness** --Students will develop an understanding of ethical issues that affect business operations, along with an awareness of various stakeholders affected by business activities.

1. Our students will know and understand relevant concepts and frameworks for making ethical decisions.
2. Using a case study, designed exercise, or investigatory report, our students will be able to apply an ethical framework to analyze an ethical dilemma or ethical violation.
3. Using a case study, designed exercise, or investigatory report, our students will be able to determine a variety of interests, differences, or conflicts arising among stakeholders affected by business activities.
4. Our students will know professional expectations of ethical conduct in their disciplines.

**Teamwork and Collaboration** – Students will understand and use team building and collaborative behaviors to accomplish group tasks.

1. Our students will know concepts necessary for guiding effective teamwork.
2. While working in groups, our students will engage in effective team behavior and produce high quality work using the talents of all group members.

**Global Awareness** – Students will develop an awareness and understanding of the issues that impact business operations in a global society.

1. Our students will know international elements, factors, and/or forces affecting businesses.
2. Using case studies or designed exercises, our students will identify and describe “macro” and “micro” factors in a nation’s environment that affect business activities, organizations, and people.
3. Our students will learn about other countries and multicultural differences by referencing information and/or talking to students and people with experience in other countries and/or domestic subcultures
4. Using case studies or designed exercises, our students will describe differences that must be taken into account when making decisions about business in other countries.

**Quantitative Reasoning** – Students can identify and perform appropriate quantitative analyses when given a particular business problem.

1. Our students will know how to correctly complete fundamental mathematical computations.
2. Our students will use mathematical skills to solve problems related to business.
3. Our students will understand data and how to use data.
4. Our students will know how to use software, applications, calculators, and other technical tools for solving quantitative problems.
5. When solving quantitative problems, our students will demonstrate proper reasoning by correctly applying formulae and procedures, making computations, sequencing steps, interpreting results, and drawing conclusions.

**Written Communications** – Students can communicate effectively in writing.

1. Our students will write logical and clear reports and documents.
2. Our students will demonstrate knowledge and awareness of mechanical errors in their writing and learn to correct them.
3. Our students will know how to use application software to properly format documents and review their writing.

### Exhibit XIII

#### Course Mapping for Assurance of Learning 2013-18

	ACCT 251	ACCT 252	ACCT 261	DSCI 245	DSCI 346	ECON 201	ECON 200	FINC 335	MKTG 310	MISC 311	OPSM 330	MGMT 326	MGMT 423	MGMT 490	
Critical Thinking	X	X	X	x	x	x	x	x	x	x	X	X	X	X	
Ethics	x	x	X	x	x	x		X	X		x	X	X	X	
Global			x	x	x	x		x	x		x	X	X	X	
Teamwork												X	X	X	
Quant Reason	x	X	x	X	X	X	x	X			X			x	Also in Math 200
Written	x	x	X	x	x	x	x	x	x	x	x	X	X	X	Also in Engl 201
General Core Knowledge corresponding to problem-solving and analysis in Learning Goals*:															
	ACCT 251	ACCT 252	ACCT 261	DSCI 245	DSCI 346	ECON 201	ECON 200	FINC 335	MKTG 310	MISC 311	OPSM 330	MGMT 326	MGMT 423	MGMT 490	
Ethics			x							x		x	X	A	
Finance	X							X		x	x		A	A	
Operations											X			A	
Org theory/behavior												X	A	A	
Statistics				X	X			x			x			A	
Info tech/Data				x	x					X	x			A	Also in CPLA 101 and CPLA 102
Economics						X	X	x		x			A	A	
Legal			X							x		x	X	A	
Accounting	X	X						X			x			A	
Marketing									X	x	x		A	A	
Social Responsibility			x					x				X	X	A	
Sustainability											x	X			
International/ Multiculturalism			x						x		x	x	x	A	Also in IBUS 470-474 and University Int'l and Diversity Requirement

**X** Skills/knowledge listed on the left are used, taught, or required occasionally or frequently in the course.

x Skills/knowledge listed on the left are used, taught, or required sometimes or only rarely in the course.

A Assumes knowledge

\*(Course map for SLOs in discipline-specific courses be developed Winter/Spring Quarters 2014)

## Exhibit XIV

### Undergraduate Business Program

### Master Schedule Overview 2008-18

UG Business Program Annual Assessment Overview 2008-2018										
Learning Goal	Phase I and II				Accel Phase III	Refine Phase IV	Knowledge Phase V	Indirect Phase VI	2016-2017	2017-2018
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016		
Written Fundamentals	x				x					
Quant Fundamentals	x				x					
Knowledge Fund'mts	x									
Oral Comm		x								
Diversity (Global)			x							
Disciplinary/Majors	x	x	x	x	x					
Multiculturalism					x					
Financial					x					
Teamwork					x		x		x	
Global Awareness					x		x		x	
Quantitative Reason'g					x		x		x	
Ethics					x	x		x		
Critical Thinking						x		x		
Written Comm						x		x		
MFT	x	x	x	x	x	x	x	Discontinue or Benchmark		
Core/Discip Knldge EWU Exam or Embed'd Items								x	x	x
Indirect								x	x	x

Restart  
Cycle  
In  
2018-19

### Master Schedule Overview 2013-18

UG Business Program Annual Assessment Overview 2013-2018					
Learning Goal	Refine Phase IV	Knowledge Phase V	Indirect Phase VI	2016-2017	2017-2018
	2013-2014	2014-2015	2015-2016		
Ethics	x		x		
Written Comm	x		x		
Critical Thinking	x		x		
Global Awareness		x		x	
Quantitative Reason'g		x		x	
Teamwork		x		x	
MFT	x	x	Discontinue or Benchmark		
Core/Discip Knowledge EWU Exam or Embedded Items		x	x	x	x
Indirect			x	x	x

Re-Start  
Cycle  
2018-19

# Exhibit XV

## Undergraduate Business Program

### Assessment Master Schedule 2013-18

UG Business Program Assessment Master Schedule															
PHASES IV-VI 2013-2018															
(AACSB Training, Fall, 2013. Develop Rubrics and Measures/Re-Allocate Data Collection to Courses - Beginning Winter 2014)															
	2013-2014					2015-2016					2016-2017				
	F	W	Sp	Su		F	W	Sp	Su		F	W	Sp	Su	
PHASE IV DEVELOPMENT	2014					2015					2016				
	Step 1					Step 2					Step 3				
	Ethics	X	Coll Pilot Data	Rev Ralts & Dev Imp's	Re- Measure						Coll Data	Rev Ralts & Dev Imp's	Re- Measure		
	Critical Thinking	X	Coll Pilot Data	Rev Ralts & Dev Imp's	Re- Measure						Coll Data	Rev Ralts & Dev Imp's	Re- Measure		
Written Comm	X	Coll Pilot Data	Rev Ralts & Dev Imp's	Re- Measure						Coll Data	Rev Ralts & Dev Imp's	Re- Measure			
PHASE V REFINEMENT AND	2014-2015					2016-2017									
	F	W	Sp	Su		F	W	Sp	Su						
	2014					2015					2016				
	Step 1					Step 2					Step 3				
	Global Awareness					Coll Pilot Data	Rev Ralts & Dev Imp's	Re- Measure				Coll Data	Rev Ralts & Dev Imp's	Re- Measure	
Quant Reasoning					Coll Pilot Data	Rev Ralts & Dev Imp's	Re- Measure				Coll Data	Rev Ralts & Dev Imp's	Re- Measure		
Teamwork					Coll Pilot Data	Rev Ralts & Dev Imp's	Re- Measure				Coll Data	Rev Ralts & Dev Imp's	Re- Measure		
PHASE VI KNOWLEDGE	2015-2016										2016-2017				
	F	W	Sp	Su	Discontinue or Benchmark					F	W	Sp	Su		
	MFT	x	x	x	x	x	x	x	x	x					
Core & Discip Knowledge EWU Written Exam or Course-Embedded Items					Develop SLOs	Develop Exam Items	Admin- ister	Admin- ister	Adm & Rev Ralts & Dev Imp's	Adm & Rev Ralts & Dev Imp's	Adm & Rev Ralts & Dev Imp's				
PHASE VII INTEGRATION	2015-2016					2016-2017									
	F	W	Sp	Su		F	W	Sp	Su						
Indirect						Dev Meas	Coll Data	Rev Ralts &			Coll Data	Rev Ralts &			

## Exhibit XVI

### Faculty Data Collection Assignments

Faculty Scheduled to Collect Assessment Data for UG Program										
Year	Quarter	Learning Objective/ Goal to Be Assessed	Class No. and Section	Estimated No. of Students in Class	Day(s) of Week Class Scheduled	Class Location (RPT, Ch, Bell)	Time Class is Scheduled	Instructor	Coordinator -- Place "X" When Results are Received	Date Rec'd
2014	W	Ethics	MGMT 423-02	25	MW	Ch	2-3:50	Eager		
			MGMT 423-40	25	T	RPT	6-9:40	Hill		
			MGMT 423-41	25	M	RPT	6-9:40	Hill		
			MGMT 326-40	50	TR	RPT	4-5:50	Shaw		
2014	W	Critical Thinking	ACCT 261-02	60	TR	Ch	10-11:50	Ayers		
			MGMT 423-01	25	TR	Ch	10-11:51	Davis		
<b>Papers collected from:</b>										
2014	W	Written Comm	MGMT 423-02	25	MW	Ch	2-3:50	Eager		
			MGMT 490-40	15	MW	RPT	4-5:50	Hasan		
			MGMT 490-41	26	W	RPT	6-9:40	Hasan		
			MGMT 423-40	25	T	RPT	6-9:40	Hill		
<b>Papers equally distributed and evaluated by:</b>										
			Vance Cooney	David Eagle	Patricia Nemetz	Mills				
			Steve Shervais	Dave Gorton						
			Nancy Birch	Debra Morgan						
			Jeff Culver	Taryn Fletcher						
Bellevue, which is on a different class schedule, will complete assessment of Phase III learning objectives in Marketing 310 -- Goitom Tsegay										

## Exhibit XVII

### Committee Results Review Assignments

Committees Scheduled to Review Assessment Data for UG Program						
Year	Quarter	Learning Objective/ Goal to Be Reviewed	Primary Committee Responsible for Review	Other Members Added to Create Task Force	Coordinator -- Place "X" When Completed "Closing of the Loop" Form is Received	Date Rec'd
2014	Sp	Ethics	Undergraduate Business Program Committee			
2014	Sp	Critical Thinking	Undergraduate Business Program Committee			
2014	Sp	Financial Statements	Undergraduate Business Program Committee			

**Exhibit XVIII**  
**Undergraduate Business Program**  
**Program-Level Rubrics**

## Critical Thinking Rubric

**Critical Thinking Learning Objective** – Students can use appropriate information and/or concepts and skills from the common body of business knowledge to bear upon the critical analysis of business issues and problems.

### College of Business and Public Administration Eastern Washington University

<b>Description of Situation and Problem Identification</b>	<b>Does Not Meet Expectations (0)</b>	<b>Marginally Meets Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
Student can clearly describe the situation and/or identify the problem				
Student can select which of the given information can be used as factual evidence to analyze the situation				
Student can differentiate between fact and opinion or can determine which of the given information is extraneous, based too much on “feelings” or opinion, or is too distorted to use without further exploration				
<b>Information Exploration and Explanation</b>				
Student can locate and/or reference concepts, theories, models, frameworks, formulae, rules, and/or standards for analyzing the situation				
Student considers alternate concepts, theories, models, frameworks, formulae, rules, and/or standards which may also be applied to analyze the situation				
Student can accurately explain, in his/her own words, relevant concepts, theories, models, frameworks, formulae, rules, and/or standards which may be applied to analyze the situation				
<b>Analysis</b>				
Student can apply the selected concepts, theories, models, frameworks, formula, rules, standards to analyze the specific situation				
Student defines meaningful alternatives if necessary				
Student evaluates alternatives and makes a recommendation or can clearly state a conclusion				
<b>Limitations</b>				
Student can clearly identify assumptions				
Student can clearly identify limitations of the applied concepts, theories, models, frameworks, formulae, rules, and/or standards				
Student can clearly identify limitations of the conclusion/recommendation				
<b>Overall Evaluation:</b>				

**Instructions:** After observing the exercise to be evaluated, place an X in the appropriate space for relevant criteria. If a criterion does not apply, leave the row blank.

## Ethics Rubric

**Ethical Awareness Learning Goal** --Students will develop an understanding of ethical issues that affect organizations along with an awareness of various stakeholders affected by the organization's activities.

### College of Business and Public Administration Eastern Washington University

Exploration of Problem and Perspectives	Does Not Meet Expectations (0)	Marginally Meets Expectations (1)	Meets Expectations (1)	Exceeds Expectations (2)
Student identifies the problem(s) or issue(s)				
Student identifies stakeholders and their interests or perspectives				
Student distinguishes among organization's stated or inferred mission, vision, and values (if evident)				
<b>Student Identifies Conflicts or Differences:</b>				
a) Individual v. Organization v. Society				
b) Legal v. Ethical				
c) Short-Term v. Long-Term				
d) Ethically Universal v. Culturally Relative				
<b>Ethical Decision-Making</b>				
Student applies a decision-making process or ethical framework				
Student defines meaningful alternatives				
Student determines action or takes a considered position				
Student evaluates possible results or consequences				
<b>Overall Evaluation:</b>				

**Instructions:** After observing the exercise to be evaluated, place an X in the appropriate space for relevant criteria. If a criterion does not apply, leave the row blank.

## Global Awareness Rubric

**Global Awareness Learning Objective** -- Students will develop an awareness and understanding of the issues that impact business operations in a global and/or multicultural society.

### College of Business and Public Administration Eastern Washington University

<b>Identification and Explanation of Global Factors</b>	<b>Does Not Meet Expectations (0)</b>	<b>Marginally Meets Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
Student demonstrates awareness of different practices affected by “macro” factors (economic, political, historical, financial, infrastructural, legal, historical, etc)				
Student identifies relevant “micro” factors in the local environment affecting the business, customers, or employees (local tastes, daily practices, lifestyles, cultural preferences, etc.)				
Student can explain or describe characteristics of each factor identified				
<b>Exploration of International/Multicultural Resources</b>				
Student uses books, references, maps, and/or other written resources to learn additional information about relevant international/cultural aspects				
Student talks with other students, faculty, or staff about their experiences or knowledge of relevant international/cultural/subcultural aspects				
<b>Analysis of International Environment and Strategic Choices</b>				
Student demonstrates understanding of choices open to firms engaged in international/multicultural business				
Student recognizes differences in beliefs and practices necessary for operating or participating in international/multicultural markets and businesses				
Student provides supporting evidence or persuasive arguments for which choice or position best fits the situation				
<b>Application of Analysis to Specific Management Situation</b>				
Student makes a makes a recommendation or takes a position about business performance in the specific situation				
<b>Overall Evaluation</b>				

**Instructions:** After observing the exercise to be evaluated, place an X in the appropriate space for relevant criteria. If a criterion does not apply, leave the row blank.

## Quantitative Reasoning Rubric I

**Quantitative Reasoning Learning Goal --** Students can identify and perform appropriate quantitative analyses when given a particular business problem.

**College of Business and Public Administration  
Eastern Washington University**

<b>Identification of the appropriate quantitative technique(s)</b>	<b>Does Not Meet Expectations (0)</b>	<b>Marginally Meets Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
Can clearly choose the appropriate quantitative technique(s) used for the assignment				
Can clearly explain the appropriate quantitative techniques used for the assignment.				
Fully understands the data requirements of each technique.				
Fully understands the underlying assumptions of each technique				
<b>Performs (computes) the appropriate analyses with the use of appropriate tools.</b>				
Produces results that are accurate				
Produces results that are relevant				
Produces results that are appropriate to an understanding of the indicated problem(s).				
<b>Interpretation of the results.</b>				
Interprets the results in the context of the assignment				
Explains the results in the context of the assignment.				
<b>Draws conclusions or makes recommendations.</b>				
Clearly communicates conclusions which are supported by the results.				
Explains the analytical basis for making recommendations regarding alternatives.				
<b>Limitations.</b>				
Understands the limitations involved in the analysis, results, and recommendations.				
Articulates the limitations involved in the analysis, results, and recommendations.				
<b>Overall Evaluation</b>				

## Quantitative Reasoning Rubric II

**Quantitative Reasoning Learning Goal --** Students can identify and perform appropriate quantitative analyses when given a particular business problem.

**College of Business and Public Administration  
Eastern Washington University**

<b>Understands the Data and Problem Statement</b>	<b>Does Not Meet Expectations (0)</b>	<b>Marginally Meets Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
Knows which data or information to use to solve the problem				
Makes any necessary data conversions (such as unit conversions, rounding, converting to percent, etc.)				
Uses the correct number(s) for each variable if using formulas, software, spreadsheet or other tool				
Understands what the problem is asking by representing the answer with the correct term(s)				
<b>Performs (compute) the appropriate analyses with the use of appropriate tools.</b>				
Uses correct formula(s)/technique for solving the problem				
Performs the right sequence of procedures to solve the problem				
Clearly shows the work necessary to get result(s)				
Knows how to properly use software, spreadsheet, calculator, or other tool(s)				
Produces results that are accurate				
<b>Interpretation of the results.</b>				
Can interpret the results in the context of the assignment				
<b>Draws conclusions or makes recommendations.</b>				
Clearly communicates conclusions which are supported by the results.				
<b>Limitations.</b>				
Knows the limitations or assumptions involved in the analysis, results, and recommendations, if asked				
<b>Overall Evaluation</b>				

**Teamwork Rubric – Instructor Evaluation (including output evaluation)**

**Teamwork Learning Objective** – While working in teams, students will engage in effective team behavior and produce high quality work using the talents of all group members

**College of Business and Public Administration  
Eastern Washington University**

	<b>Does Not Meet Expectations (0)</b>	<b>Marginally Meets Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations</b>
<b>Commitment</b>				
Regularly attends group meetings				
Demonstrates commitment to the project by being prepared for the group meeting				
Follows up on ideas and suggestions from previous meetings & reports findings to the group				
<b>Contributions</b>				
Offers helpful ideas r suggestions that contribute to problem-solving				
Assists in writing the project report or presentation				
<b>Time Management</b>				
Introduces suggestions & ideas that are relevant to the task				
Completes assigned work in a timely and acceptable manner				
Monitors the team’s progress and works to make the team more effective				
Plans and schedules for completion of goals				
Uses meeting agendas to stay on track				
<b>Leadership</b>				
Shows respect to all group members				
Gives recognition and encouragement				
Recognizes conflicting viewpoints and seeks resolution through open discussion and compromise				
Listens actively & shows understanding by paraphrasing or by acknowledging & building on others’ ideas				
Ensures that all members of the team are involved in decision-making				
Is comfortable and confident when exercising leadership duties within the group				
<b>Output</b>				
Team’s output/result is integrated and cohesive (e.g., no redundant material across team members’ sections/output)				
Team accomplished goals of the assignment				
Team completed its work on time				
Team’s output/result is high quality and professional				
<b>Overall Evaluation</b>				

### Teamwork Rubric (Peer Evaluation)

**Teamwork Learning Objective** – While working in teams, students will engage in effective team behavior and produce high quality work using the talents of all group members

#### College of Business and Public Administration Eastern Washington University

Commitment	Never	Rarely	Mostly	Always
Regularly attends group meetings				
Demonstrates commitment to the project by being prepared for the group meeting				
Follows up on ideas and suggestions from previous meetings & reports findings to the group				
<b>Contributions</b>				
Offers helpful ideas r suggestions that contribute to problem-solving				
Assists in writing the project report or presentation				
<b>Time Management</b>				
Introduces suggestions & ideas that are relevant to the task				
Completes assigned work in a timely and acceptable manner				
Monitors the team’s progress and works to make the team more effective				
Plans and schedules for completion of goals				
Uses meeting agendas to stay on track				
<b>Leadership</b>				
Shows respect to all group members				
Gives recognition and encouragement				
Recognizes conflicting viewpoints and seeks resolution through open discussion and compromise				
Listens actively & shows understanding by paraphrasing or by acknowledging & building on others’ ideas				
Ensures that all members of the team are involved in decision-making				
Is comfortable and confident when exercising leadership duties within the group				
<b>Overall Evaluation</b>				

## Written Communications Rubric

**Written Communication Learning Objective --** Students are competent in written communications

**College of Business and Public Administration  
Eastern Washington University**

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Content Category	Expectations				Comments
	Does Not Meet	Marginally Meets	Meets	Exceeds	
	(0)	(1)	(2)	(3)	
<b>Focus</b>					
Controls idea throughout the communication					
Understands purpose of the communication					
Completes all parts of the task					
<b>Content</b>					
Demonstrates knowledge of the topic					
Provides supporting evidence					
Avoids Plagiarism					
<b>Organization</b>					
Demonstrates an appropriate writing structure					
Groups information logically					
Creates appropriate transitions					
Uses appropriate format					
<b>Composition</b>					
Implements clear writing					
Uses concise composition					
Develops ideas adequately					
<b>Language Use</b>					
Demonstrates awareness of audience					
Displays professional tone					
Avoids use of slang					
Uses appropriate word choice					
<b>Mechanics</b>					
Reflects appropriate control of conventions					
Uses correct English grammar					
Free of spelling errors					
Utilizes appropriate referencing					
<b>Use of Technology (If Applicable). If written document was prepared with application software, it</b>					
Is formatted correctly, or as specified					
Is devoid of errors that could easily be found using software tools, like spell check or grammar check					
Overall, looks professional					

## Exhibit XIX

### Instructions for Completing Data Collections

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#### Procedure for Data Collection:

1. In your syllabus, list the program learning objectives and state which objective you will be assessing. This statement may be copied and pasted into your syllabus to convey the message to students: [Assessment Syllabi Statement](#)  
2. Download the rubric. Please copy and hand out, or post online, the rubric to share with students.
3. Make enough copies of the rubric for assessing each individual student. Alternatively, create the same rubric in Canvas for automated recording of data. Rate student work on each criterion for each student using the rating scheme below:

**Exceeds expectations** -- student demonstrates considerably more knowledge, skills, and abilities than what students in collegiate business programs are expected to know or do.

**Meets expectations** -- student demonstrates sufficient knowledge, skills, and abilities or does what is expected of students in collegiate business programs

**Marginally meets expectations** -- student demonstrates some knowledge, skills, and abilities or does some of what is expected of students in collegiate business programs, but also has enough shortcomings that improvements are needed

**Does not meet expectations** -- students does not demonstrate sufficient knowledge, skills, and abilities, or misses some element of what is expected of students in collegiate business programs.

4. When your assessment is finished, download the associated Scoring Sheet Summary. Tally the number of students scoring in each rating box for each criterion. Complete the Scoring Sheet Summary and submit it through the [submission link for the business program or the HSAD Program](#)

## **Exhibit XIX (Con't)**

### **Instructions for Completing Data Collections**

#### **Syllabus Statement**

Eastern Washington University's (EWU's) College of Business and Public Administration is proudly accredited by the Association to Advance Collegiate Schools of Business and the Northwest Commission on Colleges and Universities. Accordingly, faculty members teaching in business programs comply with high standards for assurance of learning by regularly assessing student performance. The learning objectives for EWU's business programs are listed below. This class has been selected for assessment of the \_\_\_\_\_ learning objective. The faculty member teaching this class is encouraged to convey the expectations for your learning by sharing with you the criteria for successful performance on the assessment.

#### **Student Learning Objectives**

**Critical Thinking** – Students can use appropriate information and/or concepts and skills from the common body of business knowledge to bear upon the critical analysis of business issues and problems

**Ethical Awareness** --Students will develop an understanding of ethical issues that influence business operations along with an awareness of various stakeholders affected by business activities.

**Global Awareness** -- Students will develop an awareness and understanding of the issues that impact business operations in a global society.

**Quantitative Reasoning** - Students can identify and perform appropriate quantitative analyses when given a particular business problem.

**Teamwork and Collaboration** – Students will understand and use team building and collaborative behaviors to accomplish group tasks.

**Written Communications** – Students can communicate effectively in writing.

**Exhibit XX**  
**Scoring Sheet Summary Forms**

## Scoring Sheet Summary

### Critical Thinking

Critical Thinking Scoring Summary Sheet Undergraduate Assessment Critical Thinking Learning Objective				
Year:				
Quarter:				
Class No. and Section:				
Description of Situation and Problem Identification	No. Of Students That Do Not Meet Expectations	No. of Students that Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
Student can clearly describe the situation and/or identify the problem				
Student can select which of the given information can be used as factual evidence to analyze the situation				
Student can differentiate between fact and opinion or can determine which of the given information is extraneous, based too much on "feelings" or opinion, or is too distorted to use without further exploration				
Information Exploration and Explanation				
Student can locate and/or reference concepts, theories, models, frameworks, formulae, rules, and/or standards for analyzing the situation				
Student considers alternate concepts, theories, models, frameworks, formula, rules, standards which may also be applied to analyze the situation				
Student can accurately explain, in his/her own words, relevant concepts, theories, models, frameworks, formulae, rules, and/or standards which may be applied to analyze the				
Analysis				
Student can apply the selected concepts, theories, models, frameworks, formula, rules, standards to analyze the specific situation				
Student defines meaningful alternatives if necessary				
Student evaluates alternatives and makes a recommendation or can clearly state a conclusion				
Limitations				
Student can clearly identify assumptions				
Student can clearly identify limitations of the applied concepts, theories, models, frameworks, formulae, rules, and/or standards				
Student can clearly identify limitations of the conclusion/recommendation				
<b>Overall Evaluation:</b>				

## Scoring Sheet Summary

### Ethics

Ethics Scoring Summary Sheet Undergraduate Assessment Ethics Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
	No. Of Students That Do Not Meet Expectations	No. Of Students That Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Exploration of Problem and Perspectives</b>				
Student identifies the problem(s) or issue(s)				
Student identifies stakeholders and their interests or perspectives				
Student distinguishes among organization's mission, vision, and values				
<b>Student Identifies Conflicts or Differences:</b>				
a) Individual v. Organization v. Society				
b) Legal v. Ethical				
c) Short-Term v. Long-Term				
d) Ethically Universal v. Culturally Relative				
<b>Ethical Decision-Making</b>				
Student applies a decision-making process or ethical framework				
Student defines meaningful alternatives				
Student determines action or takes a considered position				
Student evaluates possible results or consequences				
<b>Overall Evaluation:</b>				

## Scoring Sheet Summary

### Global Awareness

Global Awareness Scoring Summary Sheet Undergraduate Assessment Global Awareness Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
Identification and Explanation of Global Factors	No. Of Students That Do Not Meet Expectations	No. of Students That Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
Student demonstrates awareness of different practices affected by “macro” factors (economic, political, historical, financial, infrastructural, legal, historical, etc)				
Student identifies relevant “micro” factors in the local environment affecting the business, customers, or employees (local tastes, daily practices, lifestyles, cultural preferences, etc.)				
Student can explain or describe characteristics of each factor identified				
Exploration of International/Multicultural Resources				
Student uses books, references, maps, and/or other written resources to learn additional information about relevant international/cultural aspects				
Student talks with other students, faculty, or staff about their experiences or knowledge of relevant international/cultural/subcultural aspects				
Analysis of International Environment and Strategic Choices				
Student demonstrates understanding of choices open to firms engaged in international/multicultural business				
Student recognizes differences in beliefs and practices necessary for operating or participating in international/multicultural markets and businesses				
Student provides supporting evidence or persuasive arguments for which choice or position best fits the situation				
Application of Analysis to Specific Management Situation				
Student makes a makes a recommendation or takes a position about business performance in the specific situation				
Overall Evaluation				

## Scoring Sheet Summary

### Quantitative Reasoning I

Quantitative Reasoning I Scoring Summary Sheet				
Undergraduate Assessment				
Quantitative Reasoning I Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
	No. of Students That Do Not Meet Expectations	No. of Students That Marginally Meet Expectations	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Identification of the appropriate quantitative technique(s)</b>				
Can clearly choose the appropriate quantitative technique(s) used for the assignment				
Can clearly explain the appropriate quantitative techniques used for the assignment.				
Fully understands the data requirements of each technique.				
Fully understands the underlying assumptions of each technique				
<b>Performs (computes) the appropriate analyses with the use of appropriate tools.</b>				
Produces results that are accurate				
Produces results that are relevant				
Can produce results that are appropriate to an understanding of the indicated problem(s).				
<b>Interpretation of the results.</b>				
Interprets the results in the context of the assignment				
Explains the results in the context of the assignment.				
<b>Draw conclusions or makes recommendations.</b>				
Clearly communicates conclusions which are supported by the results.				
Explains the analytical basis for making recommendations regarding alternatives.				
<b>Limitations.</b>				
Understands the limitations involved in the analysis, results, and recommendations.				
Articulates the limitations involved in the analysis, results, and recommendations.				
<b>Overall Evaluation</b>				

## Scoring Sheet Summary

### Quantitative Reasoning II

Quantitative Reasoning II Scoring Summary Sheet Undergraduate Assessment Quantitative Reasoning Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
	No. of Students That Do Not Meet Expectations	No. of Students That Marginally Meet Expectations	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Understands the Data and Problem Statement</b>				
Knows which data or information to use to solve the problem				
Makes any necessary data conversions (such as unit conversions, rounding, converting to percent, etc.)				
Uses the correct number(s) for each variable if using formulas, software, spreadsheet or other tool				
Understands what the problem is asking by representing the answer with the correct term(s)				
<b>Performs (compute) the appropriate analyses with the use of appropriate tools.</b>				
Uses correct formula(s)/technique for solving the problem				
Performs the right sequence of procedures to solve the problem				
Clearly shows the work necessary to get result(s)				
Knows how to properly use software, spreadsheet, calculator, or other tool(s)				
Produces results that are accurate				
<b>Interpretation of the results.</b>				
Can interpret the results in the context of the assignment				
<b>Draws conclusions or makes recommendations.</b>				
Clearly communicates conclusions which are supported by the results.				
<b>Limitations.</b>				
Knows the limitations or assumptions involved in the analysis, results, and recommendations, if asked				
<b>Overall Evaluation</b>				

## Scoring Sheet Summary

### Teamwork

Teamwork Scoring Summary Sheet Undergraduate Assessment Teamwork Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
	No. Of Students That Do Not Meet Expectations	No. of Students That Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Commitment</b>				
Regularly attends group meetings				
Demonstrates commitment to the project by being prepared for the group meeting				
Follows up on ideas and suggestions from previous meetings & reports findings to the group				
<b>Contributions</b>				
Offers helpful ideas or suggestions that contribute to problem-solving				
Assists in writing the project report or presentation				
<b>Time Management</b>				
Introduces suggestions & ideas that are relevant to the task				
Completes assigned work in a timely and acceptable manner				
Monitors the team's progress and works to make the team more effective				
Plans and schedules for completion of goals				
Uses meeting agendas to stay on track				
<b>Leadership</b>				
Shows respect to all group members				
Gives recognition and encouragement				
Recognizes conflicting viewpoints and seeks resolution through open discussion and compromise				
Listens actively & shows understanding by paraphrasing or by acknowledging & building on others' ideas				
Ensures that all members of the team are involved in decision-making				
Is comfortable and confident when exercising leadership duties within the group				
<b>Output</b>				
Team's output/result is integrated and cohesive (e.g., no redundant material across team members' sections/output)				
Team accomplished goals of the assignment				
Team completed its work on time				
Team's output/result is high quality and professional				
<b>Overall Evaluation</b>				

## Scoring Sheet Summary

### Written Communication

Written Communications Scoring Summary Sheet Undergraduate Assessment Written Communications Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
Focus	No. Of Students That Do Not Meet Expectations	No. of Students that Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
Controls idea throughout the communication				
Understands purpose of the communication				
Completes all parts of the task				
Content				
Demonstrates knowledge of the topic				
Provides supporting evidence				
Avoids Plagiarism				
Organization				
Demonstrates an appropriate writing structure				
Groups information logically				
Creates appropriate transitions				
Uses appropriate format				
Composition				
Implements clear writing				
Uses concise composition				
Develops ideas adequately				
Language Use				
Demonstrates awareness of audience				
Displays professional tone				
Avoids use of slang				
Uses appropriate word choice				
Mechanics				
Reflects appropriate control of conventions				
Uses correct English grammar				
Free of spelling errors				
Utilizes appropriate referencing				
Use of Technology (If Applicable). If written document was prepared with application software, it				
Is formatted correctly, or as specified				
Is devoid of errors that could easily be found using software tools, like spell check or grammar check				
Overall, looks professional				

**Exhibit XXI**  
**Aggregate Report Forms**

## Aggregate Reports

### Critical Thinking

Aggregate Summary Sheet															
Overall Data for Critical Thinking Goal															
Single Cycle Comparison															
2013-14															
Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% That Do Not Meet or Marginally Meet Expectations		% Meet + Exceed Expectations		
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time			1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	
Description of Situation and Problem Identification	Description	Student can clearly describe the situation and/or identify the problem													
	Evidence	Student can select which of the given information can be used as factual evidence to analyze the situation													
	Opinion vs. Fact	Student can differentiate between fact and opinion or can determine which of the given information is extraneous, based too much on "feelings" or opinion, or is too distorted to use without further exploration													
Information Exploration and Explanation	Locate Info	Student can locate and/or reference concepts, theories, models, frameworks, formulae, rules, and/or standards for analyzing the situation													
	Considers Alternates	Student considers alternate concepts, theories, models, frameworks, formulae, rules, and/or standards which may also be applied to analyze the situation													
	Explains Info	Student can accurately explain, in his/her own words, relevant concepts, theories, models, frameworks, formulae, rules, and/or standards which may be applied to analyze the situation													
Analysis	Assumptions	Student can clearly identify assumptions													
	Info Limits	Student can clearly identify limitations of the applied concepts, theories, models, frameworks, formulae, rules, and/or standards													
	Conclusion Limits	Student can clearly identify limitations of the conclusion/recommendation													
Overall Evaluation															

## Aggregate Reports

### Ethics

<b>Aggregate Summary Sheet</b>																	
<b>Overall Data for Ethics Learning Objective</b>																	
<b>Single Cycle Comparison</b>																	
<b>2013-14</b>																	
Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Do Not Meet + Marginal		% Meet + Exceed Expectations				
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time			
<b>Exploration of Problem and Perspectives</b>	Problem ID	Student identifies the problem(s) or issue(s)															
	Stkholders	Student identifies stakeholders and their interests or perspectives															
	Mission/Values	Student distinguishes among organization's mission, vision, and values															
<b>Conflicts and Differences</b>	Ind/Soc	a) Individual v. Organization v. Society															
	Leg/Eth	b) Legal v. Ethical															
	ST/LT	c) Short-Term v. Long-Term															
	Univ/Reltv	d) Ethically Universal v. Culturally Relative															
<b>Ethical Decision-Making</b>	Process	Student applies a decision-making process or ethical framework															
	Alternat'vs	Student defines meaningful alternatives															
	Position	Student determines action or takes a considered position															
	Conseq's	Student evaluates possible results or consequences															
<b>Overall Evaluation</b>																	

## Aggregate Reports

### Global Awareness

<b>Aggregate Summary Sheet</b>																				
<b>Overall Data for Global Awareness Goal</b>																				
<b>Single Cycle Comparison</b>																				
<b>2014-15</b>																				
Category	Criteria	Measure	% That Do Not Meet Expectations			% That Marginally Meet Expectations			% That Meet Expectations			% That Exceed Expectations			% That Do Not Meet or Marginally Meet			% Meet + Exceed Expectations		
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time																
Global Factors	Macro Factors	Student identifies relevant "macro" factors in the international environment affecting the business (political, economic, historical, infrastructural, financial, etc.)																		
	Micro Factors	Student identifies relevant "micro" factors in the local environment affecting the business (local tastes, daily practices, cultural preferences, etc.)																		
	Characteristics	Student can explain or describe characteristics of each factor identified																		
Exploration	References	Student uses books, references, maps, and/or other written resources to learn additional information about relevant international/cultural aspects																		
	People	Student talks with other students, faculty, or staff about their experiences or knowledge of relevant international/cultural/subcultural aspects																		
Analysis of Choices and Differences	Understands Choices	Student demonstrates understanding of choices open to firms engaged in international/multicultural business																		
	Diff in Beliefs and Practices	Student recognizes differences in beliefs and practices necessary for operating or participating in international/multicultural markets and businesses																		
	Reasons for Choice	Student provides supporting evidence or persuasive arguments for which choice or position best fits the situation																		
Application to Situation	Recommendation	Student makes a makes a recommendation or takes a position about business performance in the specific situation																		
Overall																				

## Aggregate Reports

### Quantitative Reasoning I

Aggregate Summary Sheet																				
Overall Data for Quantitative I Learning Objective																				
Single Cycle																				
2014-15																				
Category	Criteria	Measure	% That Do Not Meet Expectations			% That Marginally Meet Expectations			% That Meet Expectations			% That Exceed Expectations			% That Do Not Meet or Marginally Meet			% Meet + Exceed Expectations		
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time						1 <sup>st</sup> Time	2 <sup>nd</sup> Time		1 <sup>st</sup> Time	2 <sup>nd</sup> Time		1 <sup>st</sup> Time	2 <sup>nd</sup> Time		1 <sup>st</sup> Time	2 <sup>nd</sup> Time
Identification of Technique	Choice	Can clearly choose the appropriate quantitative technique(s) used for the assignment																		
	Explain Tech	Can clearly explain the appropriate quantitative techniques used for the assignment.																		
	Data	Fully understands the data requirements of each technique.																		
	Assumptions	Fully understands the underlying assumptions of each technique																		
Analysis	Accuracy	Produces results that are accurate																		
	Relevancy	Produces results that are relevant																		
	Appropriateness	Can produce results that are appropriate to an understanding of the indicated problem(s).																		
Interpretation	Interprets	Interprets the results in the context of the assignment																		
	Explains	Explains the results in the context of the assignment.																		
Conclusion	Conclusion	Clearly communicates conclusions which are supported by the results.																		
	Analytic Basis	Explains the analytical basis for making recommendations regarding alternatives.																		
Limitations	Understands	Understands the limitations involved in the analysis, results, and recommendations.																		
	Articulates	Articulates the limitations involved in the analysis, results, and recommendations.																		
Overall																				

## Aggregate Reports

### Quantitative Reasoning II

Aggregate Summary Sheet																				
Overall Data for Quantitative II Learning Objective																				
Single Cycle																				
2014-15																				
Category	Criteria	Measure	% That Do Not Meet Expectations			% That Marginally Meet Expectations			% That Meet Expectations			% That Exceed Expectations			% That Do Not Meet or Marginally Meet			% Meet + Exceed Expectations		
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time						1 <sup>st</sup> Time	2 <sup>nd</sup> Time		1 <sup>st</sup> Time	2 <sup>nd</sup> Time		1 <sup>st</sup> Time	2 <sup>nd</sup> Time		1 <sup>st</sup> Time	2 <sup>nd</sup> Time
Identification of Technique	Choice	Knows which data or information to use to solve the problem																		
	Explain Tech	Makes any necessary data conversions (such as unit conversions, rounding, converting to percent, etc.)																		
	Data	Uses the correct number(s) for each variable if using formulas, software, spreadsheet or other tool																		
Analysis	Technique	Uses correct formula(s)/technique for solving the problem																		
	Sequence	Performs the right sequence of procedures to solve the problem																		
	Shows Work	Clearly shows the work necessary to get result(s)																		
	Soft-ware/tools	Knows how to properly use software, spreadsheet, calculator, or other tool(s)																		
	Accuracy	Produces results that are accurate																		
Conclusion	Interpret	Can interpret the results in the context of the assignment																		
	Conclusion	Clearly communicates conclusions which are supported by the results.																		
Limitations	Limits	Knows the limitations or assumptions involved in the analysis, results, and recommendations, if asked																		
Overall Evaluation																				

# Aggregate Reports

## Teamwork

Aggregate Summary Sheet															
Overall Data for Teamwork Learning Objective															
Single Cycle Comparison															
2013-14															
		Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations			% That Meet Expectations		% That Exceed Expectations		% Do Not Meet + Marginal		% Meet + Exceed Expectations	
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	3 <sup>rd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time
<b>Commitment</b>	Attendance	Regularly attends group meetings													
	Preparation	Demonstrates commitment to the project by being prepared for the group meeting													
	Follow-Up	Follows up on ideas and suggestions from previous meetings & reports findings to the group													
<b>Contributions</b>	Suggestions	Offers helpful ideas or suggestions that contribute to problem-solving													
	Writing	Assists in writing the project report or presentation													
<b>Time Management</b>	Relevancy	Introduces suggestions & ideas that are relevant to the task													
	Timeliness	Completes assigned work in a timely and acceptable manner													
	Monitors Progress	Monitors the team's progress and works to make the team more effective													
	Plans	Plans and schedules for completion of goals													
	Agendas	Uses meeting agendas to stay on track													
<b>Leadership</b>	Respect	Shows respect to all group members													
	Recognition	Gives recognition and encouragement													
	Conflict Resolution	Recognizes conflicting viewpoints and seeks resolution through open discussion and compromise													
	Listens	Listens actively & shows understanding by paraphrasing or by acknowledging & building on others' ideas													
	Encourages Involvement	Ensures that all members of the team are involved in decision-making													
	Confidence	Is comfortable and confident when exercising leadership duties within the group													
<b>Output</b>	Cohesion	Team's output/result is integrated and cohesive (e.g., no redundant material across team members' sections/output)													
	Goal	Team accomplished goals of the assignment													
	On-time	Team completed its work on time													
	High quality	Team's output/result is high quality and professional													
<b>Overall Evaluation</b>															

## Aggregate Reports

### Written Communication

Aggregate Summary Sheet																
Overall Data for Written Communications Learning Objective																
Single Cycle Comparison																
2014-15 Compared to 2016-17																
Category	Criteria		% That Do Not Meet Expectations			% That Marginally Meet Expectation		% That Meet Expectations		% That Exceed Expectations		% Do Not Meet + Marginal		% Meet + Exceed Expectations		
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time		1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	
<b>Focus</b>	Idea	Controls idea throughout the communication														
	Purpose	Understands purpose of the communication														
	Completion	Completes all parts of the task														
<b>Content</b>	Knowledge	Demonstrates knowledge of the topic														
	Evidence	Provides supporting evidence														
	Plagiarism	Avoids Plagiarism														
<b>Organization</b>	Structure	Demonstrates an appropriate writing structure														
	Logical Grouping	Groups information logically														
	Connections	Creates appropriate transitions														
	Format	Uses appropriate format														
<b>Composition</b>	Clarity	Implements clear writing														
	Concise	Uses concise composition														
	Correct Ideas	Develops ideas adequately														
	Aware Audience	Demonstrates awareness of audience														
<b>Language Use</b>	Professional Tone	Displays professional tone														
	Avoids Slang	Avoids use of slang														
	Word Choice	Uses appropriate word choice														
<b>Mechanics</b>	Conventions	Reflects appropriate control of conventions														
	Grammar	Uses correct English grammar														
	Spelling	Free of spelling errors														
	Referencing	Utilizes appropriate referencing														
<b>Use of Technology</b>	Formatting	Is formatted correctly, or as specified														
	Checking	Is devoid of errors that could easily be found using software tools, like spell check or grammar check														
	Overall Look	Overall, looks professional														

**Exhibit XXII**

**Undergraduate Program Individual Instructor Improvements  
Summary of Improvements and Actions Taken  
2012-2013**

<b>Year</b>	<b>Learning Objective</b>	<b>Course No.</b>	<b>Observation/Improvement/Action Advised or Taken</b>	<b>Instructor</b>
2012-13	Data Analysis	OPSM 330	Added more complex homework problems, a brief lecture, and an in-class exercise on productivity, specifically on multifactor productivity. This addition aligned coverage of productivity with what is taught in Bellevue.	Nemetz-Mills
	Data Analysis	DSCI 346	<p>Initiated extensive hands-on review of concepts at beginning of DSCI 346 instruction to establish benchmark levels of understanding and to resurrect concepts in the minds of students. Students end basic statistics sequence DSCI 245 with material under assessment which led to the misconception that all students matriculating to DSCI 346 had been at least introduced to the concepts under assessment. We discovered from assessment that this was not indeed the case. Given the variety of instructors, the dynamics of quarterly scheduling, the variation of time between when students had taken 245 and then 346 we discovered students had missed the portion of instruction or had been introduced to the concepts at points too distant in the past for them to have assimilated the material.</p> <p>Implemented cases analysis review system at onset of each lecture, which includes step by step analysis of previous week's topical case. Students are provided with Q&amp;A opportunity to address weaknesses in technique and correction of errors. Aspect of instruction also includes discussion regarding arriving at the correct or appropriate conclusion for the case(s) under analysis. System of instruction is designed to enhance assimilation of material via utilization of application to real world business scenarios.</p>	Culver

			<p>Enhanced discussion of objectives for following week's case(s) to minimize confusion and assist with application of concepts covered during lecture.</p> <p>Established email communications to address questions student have during the week between class meetings. Questions may not be opened and must be worded to address a specific issue they are encountering with the case under study. A maximum of three questions per email is stipulated as more than three questions tends to result in student's becoming too dependent on instructor input.</p>	
	Data Analysis	DSCI 245 and DSCI 346	<p>After covering a chapter, distributed practice problems so students can work together in small groups. The purpose of the practice problems is to give students additional work in problem identification.</p> <p>Increased the use of MyStatLab, an online homework program with problems that are paired to the textbook. Over the years, I have observed that students appear to understand and grasp the material more if they practice working problems. MyStatLab provides that extra practice.</p> <p>Committed to finding and keeping a PLUS facilitator for the class. The Program Leading to Undergraduate Success (PLUS) involves the use of student facilitators who lead collaborative learning sessions outside of class time.</p> <p>Used cases or comprehensive problems to improve integration of material across chapters and topics.</p>	Birch
	Data Analysis	DSCI 445	In Game Theory, changed the lecture content at the students' request to place a greater emphasis on real-life linear programming problems.	Tipton
	Data Analysis	OPSM 441	Changed the order of topics covered in class. In the past, TQM concepts, background, and history were presented first, and quantitative material was presented last. Data from the past showed that students performed exceptionally well on a 100-item concept exam, most scoring 85% or better, whereas, they scored lower on the quantitative exam at the end. Because the class has many graduating seniors and is	Nemetz-Mills

			<p>taught in Spring quarter, instructor changed the order of the material so that quantitative exercises were taught and tested first, and concepts later. The purpose of the change was to see if students getting ready to graduate were “flaming out” and not investing enough time in the quantitative work. The result of the change was not satisfactory. In fact, students scored no better on the quantitative work when it was taught first, and scored worse than in the past on the conceptual work. This change will not be retained.</p>	
	<p>Ethics</p> <p>Global Awareness</p>	MGMT 423	<p>Added a “guided debate” topic on health care funding options in the U. S. (which included some questions about how it is funded around the world). This topic was very well-received, and two or three in-class students responded by saying they didn’t know all the information before because they had been following negative news reports. Student evaluations also mentioned that the instructor did not show bias in the issues presented, but rather tried to make sure students really knew how to substantiate a position using facts and evidence. This exercise and topic will be retained.</p> <p>Showed a <i>60 Minutes</i> segment illustrating research on babies and morality. It was used to spark a discussion about nature vs. nature with regards to morality. The discussion was wide-ranging and interesting. The video exercise will be retained for another year, as long as rights to the video remain in effect.</p> <p>Added a brief writing assignment for students to describe “rituals of intimidation” and moral courage after viewing the film, <i>The Lottery</i>, and reading the article, “Rituals of Intimidation.” Following the assignment, students were asked to describe how the film might be a metaphor for what happened at Enron before it failed. Many students added their thoughts to the discussion. The exercise will be retained as is, as it sparked personal introspection on how people react to ethics problems in an organization and how a single individual might find the personal strength to respond with moral courage.</p> <p>Showed the film <i>Inside Job</i> and a slide show on inequality in America. Required student groups to create their own YouTube video on a controversial topic. This</p>	Nemetz-Mills

			exercise will be retained, although the film might be changed as newer topics present themselves. This exercise was used to provide information as well as to tap into student creativity and film-making skill.	
	Multi-culturalism	MGMT 423	Guided students to find appropriate research resources for “guided debate” on Affirmative Action. Required bibliographic sources to be turned in for review in stages and discussed with student groups the information contained in the sources. Encouraged finding other sources if information was not adequate/empirical for the intention of the debatable topic. Opinions ungrounded in informative facts were discouraged.	Nemetz-Mills
	Global Awareness	MKTG 310	Added some more international marketing cases and promotions examples (i.e., news articles, video clips) as supplementary to have students exposed to more global/diversified/multicultural marketing environments.  Specific chapter, Global marketing is precisely covered in the lecture and through the class discussions, students share different marketing-related experience in foreign nations, and learn how to accept and understand differences among different groups of customers and people.	Shin
	Other (Written Communication)	MISC 311	Replaced four page research paper with weekly two page case studies reflection. Students are expected to use proper spelling, grammar, and sentence structure. Weekly writing assignments are tied into the current material being discussed promoting students to relate the material being presented to real world situations. In addition, students practice their writing skills more often leading to better communication skills.	Morgan & Shervais
	Other (Information Technology)	OPSM 330	Added a requirement for students to learn how to use a logic statement (IF) for an Excel project.  Added an online help video showing how to use Excel to complete a trial-and-error aggregate plan.	Nemetz-Mills
	Other (Information Technology)	MISC 311	With the use of Canvas, rubrics are now posted for every assignment with clear instructions of what each assignment’s expectations are.  Students arranged into groups of 4 - 5 each research, develop, and present a	

			<p>PowerPoint presentation to the class that incorporates knowledge of the subject matter assigned. Students must incorporate their own production of a video as well as a preexisting video from another source pertaining to that subject matter in a professional manner. Since summer 2013 the criteria has changed from a standard presentation to incorporation of video. Previously, students (the audience) seemed uninterested in the presentations. With the new format of using some video included in the presentation, students are anxious to see what the group has come up with therefore are more focused on the presentation.</p>	
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**Exhibit XXIII**

**UG Business Program Assessment “Closing of the Loop”  
Summary of Observations, Improvements, and Actions Taken  
2008-2013**

<b>Qtr/Year of: Pilot</b>	<b>Qtr/Year of: Re-test</b>	<b>Learning Objective Assessed</b>	<b>Met Std 1<sup>st</sup> Time?</b>	<b>Observation/Improvement/Action Advised or Taken</b>	<b>Champion(s) (List Committee and/or Instructor Applying Improvement)</b>	<b>Effective? (2<sup>nd</sup> Data Set Shows Improvement)</b>
2008	2013	Writing Fundamentals	No	Workshop held for all faculty in Fall 2008 -- At the workshop, HOW 12 was adopted as the “standard” writing manual to use to assist students with writing problems. Faculty were instructed in the “Pet Peeves” method of grading student work. With this method, faculty notify students of 3 to 4 of the mechanical writing errors that are of an egregious nature when writing for their class. Faculty mark papers when the errors are found and return the paper to students when the errors are found a set maximum number of times. The paper must be re-submitted with corrections for students to have their work graded.	Pam Weigand/UG Business Program Committee	Yes
2008	2013	Math Fundamentals	No	The Math Department was contacted by business faculty interested in improving quantitative skills among business students. Working with the Math Department, the business program instituted a new math pre-requisite, MATH 200, which was designed specifically to address the problems found in the assessment. Implementation of the pre-requisite was completed in 2011-12	E. Tipton/business faculty w quantitative interests/Math Dept.	Yes
2008		Gen Bus Knowledge	No	Assessment re-design needed to “standardize” language, vet exam items, and agree on learning objectives to be tested	P. Nemetz Mills/UG Business Program Committee (UBPC)	

2010		Diversity (GlobalAware)	Yes	Share the data and test questions with faculty (especially in econ and finance).	K. Aiken/UBPC)	
F2012	W2013	Ethics	No	<p>Re-evaluate lectures to determine how ethics/stakeholder concepts can be clearly communicated in MGMT 326. Additionally, small-group exercises that improve class interaction when this topic is covered may be used to enhance topic engagement. While cognitive coverage of ethics may be adequate for MGMT 326, MGMT 423 must emphasize ethical reasoning. Be sure to include ethics readings and exercises in MGMT 423. (Review syllabi and inform faculty of importance of including exercises in ethics reasoning).</p> <p>Provide more focus on text concepts and spend less time on discussions that “go beyond the book”. This should help students to master the basics. They may not be ready to engage in more analytical discussions. Provide an opportunity for students to test their knowledge so that they can see what they don’t know. Hopefully, this will encourage them to either ask questions or reread the material. Emphasize the importance of reading the material.</p> <p>In addition, add more real world business practices such as sample Corporate Social Responsibility Reports to course content. These samples could help students to make connection between topics and actual business practices. Consequently, they would be more capable in applying topics. An additional pedagogical tool is to use a fishbowl technique to enhance student approaches to ethical reasoning</p> <p>Next, go beyond cognitive understanding; teaching only cognitive concepts about ethics is insufficient to many business situations; we need to teach ethical</p>	MGMT faculty	<p>Yes</p> <p>In some cases, additional improvement in scores is needed. Continue to monitor this learning objective.</p> <p>Assessment methodology is changed in W2014. Ethics Reasoning Rubric has been developed for use across classes</p>

				reasoning. Using only textbook cases is too limited since typical textbooks do not question the ethics of the ubiquitous business concept of “maximizing shareholder return” –no matter the impact on other stakeholders. All of our classes that address this goal should include student practice in ethical reasoning and should employ a much wider application to many current business “principles” and practices.		
Sp2013				Develop Ethics Rubric for assessment of ethical reasoning. Revise the assessment approach so that reasoning is evaluated instead of simple cognitive knowledge.	Assessment Coordinator	Rubric to be put into use W2014
W2013	Sp2013	Teamwork	No	<p>Overall, three particular issues stood out as priorities for improvement. First, students displayed extremely weak understanding of those qualities that distinguish effective team process. In other words, they don’t understand the issues that affect team effectiveness. This makes it difficult for them to intervene constructively. Second, students do not understand how team goals can be made more meaningful for team member. And, finally, they do not appear to understand the observed approaches shared by successful teams. These three issues all relate to the broad idea that our students do not really understand the distinction between group work and teamwork, much less the difference between a group and a team. This is where improvement must begin. Instructors using teams should provide lectures with a focus on a) the distinction between a group and a team, and b) the characteristics of effective team process.</p> <p>We need to really look at our use of groups in courses. We need to evaluate whether we are truly creating circumstances where teamwork is required,</p>	UG Program Committee/Instructors making extensive use of teams	Yes, though not as much as needed (14%-23%). Additional Review Needed

				<p>or whether group work is being used to simplify the instructor's grading work. Group work is clearly confusing the students about the true concept of teamwork and undermining the performance of our college on this objective.</p> <p>As opposed to the last assessment, students performed much better with respect to understanding how to make team goals more meaningful to individuals, and with respect to understanding those qualities that are typically exhibited by high performing teams. However, students still struggle with distinguishing teams from working groups. Additionally, the results indicate a poor understanding of the phases through which teams develop, and how teams influence individual behaviors.</p> <p>In addition to lectures on task initiatives, professors should teach some tools and techniques of soliciting cooperation and expected-result-compliance from some malingering team members who have exhibited some behaviors of being hitch-hikers and free-loaders, including use of social controls and consultations with professors.</p>		
W2013	Sp2013	Teamwork	Yes	Students need to be instructed on proper use of peer evaluations so that response bias in favor of high ratings is minimized. Peer evaluations must be confidential and the assessment should include professors' scorings as well. Students should possible be penalized if they rate all team members high	Faculty making use of teams	Yes
	F2013	Teamwork	Yes	Team concepts need to be taught throughout the class instead of in a single class. Class attendance requirements when teams are used is suggested	Faculty making use of teams	Marginally better
W2013	Sp2013	Financial	Yes	Developed an interactive web page that will take the	Finance Faculty	Re-test

		Statements		students through the steps of finding the yield to maturity of a bond that makes semiannual interest payments. The page also includes videos on how to calculate YTM using a TI84 calculator, A TIBAIPlus calculator, and a spreadsheet. The web page is available at <a href="http://Finance.ewu.edu/fincc335/lectures/RossWesterfieldJordan/yeild%20to%20maturity.html">http://Finance.ewu.edu/fincc335/lectures/RossWesterfieldJordan/yeild to maturity.html</a> . These tools should also be useful for traditional sections of 335.		Pending; No improvement noted so far
W2013		Multiculturalism	Yes	In marketing classes, though some concepts are well-understood, improvements can be made by placing more emphasis on word definitions and using more examples of international business decisions based on culture. In addition, more emphasis may be placed on the subject in the global marketing section of the course.	Marketing Instructors	N/A
W2013		Multiculturalism	Yes	For international students who experience culture shock and multiculturalism in a real-world setting when coming to the United States, allocate more time for class discussion on: - The relationship between national culture and subcultural settings. - Common parameters used to define subcultures - Subcultures and firm's global operations Hence, what needs to be improved is our effort to relate the theory to the real life experiences of the students. That way they can understand it better.	MKTG 310 Instructors, esp Bellevue	N/A
W2013		Global Awareness	Yes	In Business & Society classes, differentiate between traditional cultural etiquette in global trade and actual business practices (beliefs in action) as they concern corporate social responsibility. In class discussions, make a more definitive distinction between traditional cultural belief and the beliefs in	MGMT 423 Instructors	

				action that are practiced in global corporations today. A number of critical books and articles should be required along with any texts used.		
W2013	Sp2013	Global Awareness	No	<p>Some pedagogical approaches for improving understanding of global concepts include:</p> <ul style="list-style-type: none"> <li>• Using handouts to help students process the new information more effectively. It will focus more attention on important topics and repeat them in a format different from the text.</li> <li>• Spending more time discussing the more complex material.</li> <li>• Emphasizing the importance of reading assigned material.</li> <li>• Assigning as homework the requirement to complete chapter outlines</li> </ul> <p>Ultimately, higher order learning should be implemented through additional activities for making use of textbook knowledge as the basis of application, evaluation, and integration of cultural knowledge (such as, debates, reports, case analysis, interpretations of media).</p>	MGMT 423 Instructors	Yes (# of students passing assessment instrument increased 9% where improvements were applied)
W2013		Global Awareness	Yes	Knowledge of student performance in this area may be supplemented with assessments in International Business Management (MGMT/IBUS 470) and Multinational People Management (MGMT471)	UG Program Committee/IBUS Instructors	N/A
W2013		Data Analysis	No	Adjuncts meet with “best practices” instructors to enhance their teaching “know-how.”	Adjunct Professors	N/A
W2013	Sp 2013	Data Analysis	No	Pedagogical improvements include use of random quizzes, use of student-led teaching of core concepts (the best way to learn is to teach others), improvements in Powerpoint slides, and allowing students to complete homework twice	OPSM Professors	Yes
W2013	Su2013	Data Analysis	No	Use of a simulation to engage students	OPSM Professors	Pending

W2013	F2013	Data Analysis	No in one class; Yes in other class	<p>Developed the HBAT process of instructing quantitative reasoning. Difficulties seem to be in the final three steps, which require the student to extract the quantitative information from the problem and develop the necessary variables for computation. Additionally, the students seem to have difficulty in arriving at a conclusion and interpretation based on the mathematics but expressed in such a way as the unsophisticated user of statistics would understand. Instructors using the HBAT method will adopt additional exercises into the lecture aspect of instruction, which will require students to extract variables and convert into equations. They will also include more exercises during lecture that emphasize expressing the findings of the analysis so that unsophisticated users of statistics may benefit from the analysis.</p> <p>Instructional adjustments should also address the computational aspects of developing the actionable outcomes. While in class discussion seems to be helping with interpreting the outcomes of the analysis, the ability of students to manually compute and match computational outcomes provided by the software remains a challenge. Instructors will begin utilizing unit quizzes to reinforce retention of computational techniques and concepts. Quiz results will also be used to assess comprehension on a timelier basis and thereby undertake measures to address weaknesses in their computational abilities.</p>	DSCI Instructors; Jeff Culver lead	Pending
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**Exhibit XXIV**

**Eastern Washington University  
College of Business and Public Administration  
Major Field Assessment Total Score Summary**

<b>Academic Year</b>	<b>Number of Students</b>	<b>CBPA Mean Total Score</b>	<b>National Institutional Mean</b>	<b>National Percentile Ranking</b>
<b>2005-06</b>	<b>129</b>	<b>153.9</b>	<b>151.2</b>	<b>55</b>
Winter 2006	73	153.5	151.2	55
Spring 2006	56	154.3	151.2	60
<b>2006-07</b>	<b>264</b>	<b>155.7</b>	<b>151.2</b>	<b>67</b>
Fall 2006	51	152.7	151.2	48
Winter 2007	75	157.3	151.2	77
Spring 2007	111	156.9	151.2	72
Summer 2007	27	152.1	151.2	48
<b>2007-08</b>	<b>321</b>	<b>153.8</b>	<b>151.2</b>	<b>55</b>
Fall 2007	55	154.8	151.2	61
Winter 2008	58	156.1	151.2	72
Spring 2008	165	153.6	151.2	55
Summer 2008	43	150.5	151.2	38
<b>2008-09</b>	<b>361</b>	<b>154.1</b>	<b>151.2</b>	<b>61</b>
Fall 2008	57	154.3	151.2	61
Winter 2009	89	154.0	151.2	61
Spring 2009	182	154.2	151.2	61
Summer 2009	33	153.4	151.2	55
<b>2009-10</b>	<b>380</b>	<b>154.1</b>	<b>151.2</b>	<b>61</b>
Fall 2009	82	151.8	151.2	43
Winter 2010	67	154.9	151.2	61
Spring 2010	184	154.6	151.2	61
Summer 2010	47	155.2	151.2	67
<b>2010-11</b>	<b>350</b>	<b>153.3</b>	<b>151.2</b>	<b>55</b>
Fall 2010	69	152.2	151.2	48
Winter 2011	82	152.1	151.2	48
Spring 2011	151	153.8	151.2	55
Summer 2011	48	155.2	151.2	67
<b>2011-12</b>	<b>284</b>	<b>155.3</b>	<b>150.3</b>	<b>71</b>
Fall 2011	43	158.4	150.3	83
Winter 2012	61	152.9	150.3	54
Spring 2012	157	155.8	150.3	71
Summer 2012	23	153.0	150.3	59
<b>Total</b>	<b>2089</b>	<b>154.3</b>		

**APPENDIX**  
**MBA ASSESSMENT**  
**2008-2018**

## **Exhibit XXV**

### **MBA Student Learning Objectives**

**2008-12**

1. Develop and demonstrate leadership abilities, including an understanding of the importance of diversity and interpersonal relationships in an organization;
2. Analyze and formulate solutions to problems related to the environment in which organizations exist and function, including information technology, legal, ethical, social, political, and global aspects;
3. Demonstrate the application of appropriate technical skills and/or quantitative analysis techniques in organizational settings;
4. Demonstrate competency in both written and oral communication skills;
5. Understand and apply the principles of financial theory, analysis, reporting and markets to unfamiliar circumstances to create value.

## Exhibit XXVI

### MBA Course Mapping for AOL 2008-12

MBA Core Classes	<i>BADM 520 Business research</i>	<i>BADM 530 Finance</i>	<i>BADM 540 Marketing</i>	<i>BADM 552 Leadership</i>	<i>BADM 555 Strategic Ops</i>	<i>BADM 560 Accounting</i>	<i>BADM 570 Info Technology</i>	<i>BADM 580 International</i>	<i>BADM 590 Strategy</i>	<i>ECON 515 Economics</i>
course coverage of learning goals - major focus, minor focus, will evaluate but not teach, no focus										
<b>Leadership</b>										
Demonstrate leadership	No	No	No	Major	No	No	No	No	Major	No
Understanding diversity and interpersonal relationships	No	No	No	Major	No	No	No	Major	Major	No
<b>Problem Solving</b>										
Can analyze and formulate solutions to problems										
Information technology aspects	Major	ENT	Major	No	Minor	Major	Major	No	Major	Minor
Legal aspects	Will vary depending on the context of the examples and problems used in this course	ENT	Major	Minor	Minor	Major	No	No	Major	Minor
Ethical aspects		Minor	Major	Major	Minor	Minor	No	No	Major	ENT
Economic aspects		Minor	Major	No	Minor	Major	No	Major	Major	Major
Social aspects		ENT	Major	Minor	Minor	Minor	No	Major	Major	No
Political aspects		ENT	Major	Minor	Minor	Minor	No	Major	Major	Minor
Global aspects		ENT	Major	No	Minor	Minor	No	Major	Major	Minor
Other aspects		No	No	No	Major	No	No	No	Major	No
<b>Technical Skills</b>										
Can apply appropriate technical skills	Minor	Minor	Major	No	Major	Major	No	Minor	Major	Major
Can apply quantitative analysis techniques	Minor	Major	Major	No	Major	Major	No	Minor	Major	Major
<b>Communication</b>										
Written	ENT	ENT	ENT	ENT	ENT	ENT	ENT	ENT	Major	ENT
Oral	ENT	ENT	ENT	ENT	ENT	ENT	ENT	ENT	Major	ENT
Effective communication within a business context	Major	ENT	ENT	ENT	ENT	ENT	No	ENT	Major	ENT
<b>Financial</b>										
Understand financial theory	No	Major	ENT	No	ENT	Major	No	No	Major	Minor
Understand financial analysis	No	Major	Minor	No	ENT	Major	No	No	Major	Minor
Understand financial reporting and markets	No	Minor	ENT	No	ENT	Major	No	No	Major	Minor
Ability to apply financial principles to unfamiliar circumstances to create value	No	Major	No	No	ENT	Major	No	No	Major	Minor
Topical Outline Completed		x	x	x	x		x	x	x	x

# Exhibit XXVII

## MBA Assessment Master Schedule 2008-12

MBA Assessment Master Schedule														
PHASE I 2008-2012														
Learning Objective	2008-2009													
	F	W	Sp											
PHASE I ORAL EXAMS	Leadership	Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's	Rev Assess't Method										
		2009-2010												
					Su	F	W	Sp	Su					
					2009 Step 1		Step 2		Step 3					
	Crit Think/ Bus Env				Dev Meas & Coll Pilot Data		Rev Ralts & Dev Imp's		Re-Measure					
		2010-2011												
						F	W	Sp	Su					
					2010 Step 1		Step 2		Step 3					
	Tech/ QuantSkill				Dev Meas & Coll Pilot Data		Rev Ralts & Dev Imp's		Re-Measure					
		2011-2012												
					F	W	Sp	Su						
				2011 Step 1		Step 2		Step 3						
Val Creation/Fin				Dev Meas & Coll Pilot Data		Rev Ralts & Dev Imp's		Re-Measure	Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's	Re-Measure	Re-Measure		
Written				Dev Meas & Coll Pilot Data		Rev Ralts & Dev Imp's		Re-Measure	Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's	Re-Measure	Re-Measure		
Oral				Dev Meas & Coll Pilot Data		Rev Ralts & Dev Imp's		Re-Measure	Dev Meas & Coll Pilot Data	Rev Ralts & Dev Imp's	Re-Measure	Re-Measure		
Written (Write Experience)									x	x	x	x		
MFT	x	x			x	x			x		x	x		
End of Phase I -- Student Learning Objectives Revised Fall, 2012														

## Assessment Plan and Report

Academic Year 2008-2009

Department/Program of Study: MBA Program

Submitted by: Dean Kiefer

Action	Due Date	CAC Approval
Submit initial Assessment Plan (below)	4th Friday Spring Qtr 2008	<b>11/04/08</b>
Conduct process	2008-09 academic year	
Submit findings in Assessment Report (below)	4th Friday Fall 2009	

### Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Develop and demonstrate leadership abilities including an understanding of the importance of diversity, and interpersonal relationships in an organization.	Identify leadership styles.  Use the appropriate style in a given situation.	The portfolio will require an essay discussing the student's personal experience in a leadership role during their MBA studies.  Presentation based on the students' essays as a part of the MBA oral exam.  Question and answer period during the oral exam based on the presentation.	Students are able to apply the appropriate leadership style in a given situation.  Students recognize when a change in style is required and adapt appropriately.  Students discuss the principles of leadership appropriate to each leadership style.	4 - Understands principles and applies.  3 – Understands principles completely  2 - Understands basic principles  1 – Does not understand principles	75% of the students will achieve a score of 2.5 or higher.

### Assessment Report

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
91.5% of the students taking the oral examination were judged by the committee to understand or understand and apply the principles outlined in the learning objective. The average score on a 4-point scale was 3.45.	Students are learning and understanding the material to which this learning objective applies.	Revisit the learning objective to clarify and allow more effective measurement.	AY 2010-11	Learning objective is very broad and difficult to measure. Further though is needed to develop a better measure.



## Assessment Report

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>Scores on the first rubric categories:</p> <table border="1"> <thead> <tr> <th>Avg Score</th> <th>No. of Students</th> </tr> </thead> <tbody> <tr> <td>4.0</td> <td>5</td> </tr> <tr> <td>3.0</td> <td>17</td> </tr> <tr> <td>2.0</td> <td>1</td> </tr> </tbody> </table> <p>Scores on the second rubric categories:</p> <table border="1"> <thead> <tr> <th>Avg Score</th> <th>No. of Students</th> </tr> </thead> <tbody> <tr> <td>4.0</td> <td>7</td> </tr> <tr> <td>3.0</td> <td>10</td> </tr> <tr> <td>2.5</td> <td>1</td> </tr> <tr> <td>2.0</td> <td>5</td> </tr> </tbody> </table> <p>All students passed the oral exam using the scoring standard described on the rubric.</p>	Avg Score	No. of Students	4.0	5	3.0	17	2.0	1	Avg Score	No. of Students	4.0	7	3.0	10	2.5	1	2.0	5	<p>For the knowledge of TCPFs objective, the standard was met. About 22% exceeded expectations, 74% met expectations, and 4% marginally met expectations. For applying the TCPFs, however, the standard was not met. About 74% of students met expectations met the standard, while 26% did not.</p> <p>Also notable is that several students scored poorly on communications skills</p> <p>Scores on written communication skill:</p> <table border="1"> <thead> <tr> <th>Avg Score</th> <th>No. of Students</th> </tr> </thead> <tbody> <tr> <td>4.0</td> <td>3</td> </tr> <tr> <td>3.0</td> <td>15</td> </tr> <tr> <td>2.0</td> <td>5</td> </tr> </tbody> </table> <p>Scores on oral presentation skill</p> <table border="1"> <thead> <tr> <th>Avg Score</th> <th>No. of Students</th> </tr> </thead> <tbody> <tr> <td>4.0</td> <td>2</td> </tr> <tr> <td>3.0</td> <td>14</td> </tr> <tr> <td>2.0</td> <td>7</td> </tr> </tbody> </table>	Avg Score	No. of Students	4.0	3	3.0	15	2.0	5	Avg Score	No. of Students	4.0	2	3.0	14	2.0	7	<p>Continue to make expectations clear by providing students with the scoring rubric prior to the case exercises. Demonstrate, by grading, early in classes, what is meant by applying theories or models to case analysis. Be very specific by requiring reference to a TCPF when applying material for case analysis</p>	<p>Take action in BADM 590 classes in AY 2010-11. Clearly explain how material discussed in lectures and included in handouts must be referenced in case analysis.</p>	<p>Even at the MBA level, students need significant prodding to use material learned in classes as the basis for analysis and evaluation. Very specific instructions must be given to illustrate how models and theories might be used or applied to go beyond opinion, feelings, or intuition when solving problems.</p>
Avg Score	No. of Students																																					
4.0	5																																					
3.0	17																																					
2.0	1																																					
Avg Score	No. of Students																																					
4.0	7																																					
3.0	10																																					
2.5	1																																					
2.0	5																																					
Avg Score	No. of Students																																					
4.0	3																																					
3.0	15																																					
2.0	5																																					
Avg Score	No. of Students																																					
4.0	2																																					
3.0	14																																					
2.0	7																																					

### Definitions/Instructions:

- Observations from Summary Data: Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
- Conclusions about Student Learning: Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
- Actions Recommended Based on Observations: What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
- Plan and Timetable for Taking Action: How will the recommended actions be implemented and in what timeframe?
- Overall Reflection on Assessment: Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?

# MBA ORAL EXAM ASSESSMENT

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Exam Chair \_\_\_\_\_

MBA Faculty Member \_\_\_\_\_

GAC Rep \_\_\_\_\_

Candidate must score a total of 30 to pass the oral exam and have no average scores of 1.0 (both examiners score a 1.0) in any single category. Scoring example: To score a 4, all items in phrases listed under "4" must be met, otherwise a lower category is scored. (Required total is based on an exam average of at least 2.5)

Category*	Score 1 +	Score 2 =	total	Sub-Concurrence	GAC Rep**
Knowledge	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Application	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Quantitative	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Written	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Presentation	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Professionalism	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exam Total					

Category	4	3	2	1	Comments -->
<b>Knowledge of Functional and Integrative Theories, Perspectives, Concepts, and Facts (TPCFs)</b>	Can clearly articulate, explain, and evaluate all important TPCFs written or implied in portfolio material and raised during questioning	Can articulate and explain all but one or two of the TPCFs in the portfolio material and raised during questioning; minor prompting	Can articulate and explain some TPCFs with significant prompting from the examiners	Can articulate and explain no TPCFs even after prompting from the examiners	
<b>Application of Theories, Perspectives, Concepts, and Facts (TPCFs)</b>	Can choose appropriate TPCFs to solve practical problems; can provide illustrative examples and evaluate the outcome and usefulness of the TPCF; can use TPCFs to support arguments; understands multiple viewpoints	Can make some connections between specific TPCFs and examples or problems that illustrate their use; can provide some TPCF reasoning in arguments, but may be limited in views	With some prompting from examiners, can relate a TPCF to an example or problem solution; usually makes arguments based on simple facts; opinion may be confused as theory; one-sided	Can talk about problems/examples, but sees little relationship in how TPCFs can be used either as explanation or for evaluation of a problem; basis of argument is feeling or opinion	
<b>Quantitative Skill</b>	Knows which data to collect; can analyze, and interpret numerical data from a variety of sources and reports and use the information to solve problems or evaluate situations	Can analyze numerical data when presented and provide some interpretation of the results	Can analyze presented data with significant guidance; may know how to use formulas, but may have difficulty interpreting results or initiating analysis	Can see broad trends in presented data, but is unable to use or explain formulas and analytical techniques that can be used for further evaluation of numerical data	
<b>Written Communication Skill</b>	Content is well organized; grammar and mechanics are correct. Word selection is sophisticated enough for graduate work.	Content is mostly logically organized with only one or two grammatical errors. Complex mech flaws (split infinitives, etc.)	Overall organization is flawed, but writing can be understood; simple grammar/mechanical flaws (wrong tense, etc.)	There is no clear or logical organizational structure <u>or</u> grammar is severely flawed	
<b>Presentation and Oral Communication Skill</b>	Good eye contact; volume and intonation are strong. Meaningful gestures and good rate of delivery. Right quantity of speaking and visuals.	Some eye contact and reading of notes; may have some volume, rate, gesturing, intonation, or quantity problems.	Reads notes and makes eye contact to only one person; volume, intonation, gesturing, quantity and rate problems are significant	Seems unprepared and unable to deliver a meaningful presentation. Very poor volume, rate of delivery, gesturing, or intonation	
<b>Professionalism</b>	Follows rules of presentation etiquette, maintains composure under questioning pressure	Follows most of the expectations of presentation etiquette; mostly maintains composure	Does not follow or know presentation expectations; lacks professional composure	Is lackadaisical or hostile about presentation and professional expectations	

\*Score total requirement (30) is based on assumption that 2 examiners evaluate candidate in all 6 categories (min exam avg = 2.5). (Adjustments to required score can be made by multiplying the number of categories evaluated by each examiner by 2.5).

\*\*GAC representative marks "yes" if he/she agrees that the exam was reasonably conducted and evaluated in each category or that adequate reason was used for eliminating evaluation in a particular category (to be done in exceptional cases only).

# MBA ORAL EXAM ASSESSMENT

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Exam Chair \_\_\_\_\_

MBA Faculty Member \_\_\_\_\_

GAC Rep \_\_\_\_\_

Candidate must score an average of 2.5 to pass the oral exam and have no average scores of 1.0 in any category. Scoring example: To score a 4, all items in phrases listed under "4" must be met, otherwise a lower category is scored.

Category*	Score 1	Score 2	Average	Concurrence	GAC Rep**
Knowledge	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Application	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Quantitative	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Written	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Presentation	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Professionalism	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exam Average			_____		

Category	4 Exceeds Expectations	3 Meets Expectations	2 Marginally Meets Expectations	1 Does Not Meet Expectations	Comments -->
<b>Knowledge of Functional and Integrative Theories, Perspectives, Concepts, and Facts (TPCFs)</b> Can clearly articulate, explain, and evaluate all important TPCFs written or implied in portfolio material and raised during questioning					
<b>Application of Theories, Perspectives, Concepts, and Facts (TPCFs)</b> Can choose appropriate TPCFs to solve practical problems; can provide illustrative examples and evaluate the outcome and usefulness of the TPCF; can use TPCFs to support arguments; understands multiple viewpoints					
<b>Quantitative Skill</b> Knows which data to collect; can analyze, and interpret numerical data from a variety of sources and reports and use the information to solve problems or evaluate situations					
<b>Written Communication Skill</b> Content is well organized; grammar and mechanics are correct. Word selection is sophisticated enough for graduate work.					
<b>Presentation and Oral Communication Skill</b> Good eye contact; volume and intonation are strong. Meaningful gestures and good rate of delivery. Right quantity of speaking and visuals.					
<b>Professionalism</b> Follows rules of presentation etiquette, maintains composure under questioning pressure					



17. Learning Outcome Goal: One, or part of one, of a program’s adopted learning outcome goals as published in catalog or other program.
18. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
19. Strategy/Method of Measurement: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
20. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of “x.”
21. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
22. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

## Assessment Report

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>Scores on the first two rubric categories:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">Avg Score</td> <td style="text-align: right;">No. of Students</td> </tr> <tr> <td style="text-align: right;">2.75</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="text-align: right;">2.9</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: right;">3.0</td> <td style="text-align: right;">7</td> </tr> <tr> <td style="text-align: right;">3.5</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: right;">3.7</td> <td style="text-align: right;">3</td> </tr> </table> <p>Scores on all rubric categories:</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: right;">Avg Score</td> <td style="text-align: right;">No. of Students</td> </tr> <tr> <td style="text-align: right;">2.8</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: right;">2.9</td> <td style="text-align: right;">2</td> </tr> <tr> <td style="text-align: right;">3.0</td> <td style="text-align: right;">3</td> </tr> <tr> <td style="text-align: right;">3.1</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="text-align: right;">3.3</td> <td style="text-align: right;">1</td> </tr> <tr> <td style="text-align: right;">3.4</td> <td style="text-align: right;">5</td> </tr> <tr> <td style="text-align: right;">3.5</td> <td style="text-align: right;">1</td> </tr> </table>	Avg Score	No. of Students	2.75	1	2.9	2	3.0	7	3.5	3	3.7	3	Avg Score	No. of Students	2.8	3	2.9	2	3.0	3	3.1	1	3.3	1	3.4	5	3.5	1	<p>All students exceeded the expectation standard of scoring averages of 2.5 or better. Perhaps the standard should be increased to 2.75.</p>	<p>Continue to make expectations clear by providing students with the scoring rubric prior to the case exercises. Demonstrate, by example, early in classes, what is meant by applying theories or models to case analysis. Extend method to classes that use cases.</p>	<p>Inform faculty of assessment results in May 2010. Provide suggestions for case analysis demonstration and use of rubric.</p>	<p>Even at the MBA level, students need significant prodding to use material learned in classes as the basis for analysis and evaluation. Very specific instructions must be given to illustrate how models and theories might be used or applied to go beyond opinion, feelings, or intuition when solving problems. If students are required to choose an appropriate generalizable theory, model, or concept, present it in their analysis, and show that they know how to use it, it will improve their ability to use what they learn. “Seat-of-the-pants” decisions in conditions of uncertainty can be avoided as they use good judgment based on sound business principles.</p>
Avg Score	No. of Students																															
2.75	1																															
2.9	2																															
3.0	7																															
3.5	3																															
3.7	3																															
Avg Score	No. of Students																															
2.8	3																															
2.9	2																															
3.0	3																															
3.1	1																															
3.3	1																															
3.4	5																															
3.5	1																															

# MBA ORAL EXAM ASSESSMENT

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Exam Chair \_\_\_\_\_

MBA Faculty Member \_\_\_\_\_

GAC Rep \_\_\_\_\_

Candidate must score a total of 30 to pass the oral exam and have no average scores of 1.0 (both examiners score a 1.0) in any single category. Scoring example: To score a 4, all items in phrases listed under "4" must be met, otherwise a lower category is scored. (Required total is based on an exam average of at least 2.5)

Category*	Score 1	+	Score 2	= total	Sub-Concurrence	GAC Rep**
Knowledge	_____		_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Application	_____		_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Quantitative	_____		_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Written	_____		_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Presentation	_____		_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Professionalism	_____		_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Exam Total				_____		

Category	4	3	2	1	Comments -->
<b>Knowledge of Functional and Integrative Theories, Perspectives, Concepts, and Facts (TPCFs)</b>	Can clearly articulate, explain, and evaluate all important TPCFs written or implied in portfolio material and raised during questioning	Can articulate and explain all but one or two of the TPCFs in the portfolio material and raised during questioning; minor prompting	Can articulate and explain some TPCFs with significant prompting from the examiners	Can articulate and explain no TPCFs even after prompting from the examiners	
<b>Application of Theories, Perspectives, Concepts, and Facts (TPCFs)</b>	Can choose appropriate TPCFs to solve practical problems; can provide illustrative examples and evaluate the outcome and usefulness of the TPCF; can use TPCFs to support arguments; understands multiple viewpoints	Can make some connections between specific TPCFs and examples or problems that illustrate their use; can provide some TPCF reasoning in arguments, but may be limited in views	With some prompting from examiners, can relate a TPCF to an example or problem solution; usually makes arguments based on simple facts; opinion may be confused as theory; one-sided	Can talk about problems/examples, but sees little relationship in how TPCFs can be used either as explanation or for evaluation of a problem; basis of argument is feeling or opinion	
<b>Quantitative Skill</b>	Knows which data to collect; can analyze, and interpret numerical data from a variety of sources and reports and use the information to solve problems or evaluate situations	Can analyze numerical data when presented and provide some interpretation of the results	Can analyze presented data with significant guidance; may know how to use formulas, but may have difficulty interpreting results or initiating analysis	Can see broad trends in presented data, but is unable to use or explain formulas and analytical techniques that can be used for further evaluation of numerical data	
<b>Written Communication Skill</b>	Content is well organized; grammar and mechanics are correct. Word selection is sophisticated enough for graduate work.	Content is mostly logically organized with only one or two grammatical errors. Complex mech flaws (split infinitives, etc.)	Overall organization is flawed, but writing can be understood; simple grammar/mechanical flaws (wrong tense, etc.)	There is no clear or logical organizational structure <u>or</u> grammar is severely flawed	
<b>Presentation and Oral Communication Skill</b>	Good eye contact; volume and intonation are strong. Meaningful gestures and good rate of delivery. Right quantity of speaking and visuals.	Some eye contact and reading of notes; may have some volume, rate, gesturing, intonation, or quantity problems.	Reads notes and makes eye contact to only one person; volume, intonation, gesturing, quantity and rate problems are significant	Seems unprepared and unable to deliver a meaningful presentation. Very poor volume, rate of delivery, gesturing, or intonation	
<b>Professionalism</b>	Follows rules of presentation etiquette, maintains composure under questioning pressure	Follows most of the expectations of presentation etiquette; mostly maintains composure	Does not follow or know presentation expectations; lacks professional composure	Is lackadaisical or hostile about presentation and professional expectations	

\*Score total requirement (30) is based on assumption that 2 examiners evaluate candidate in all 6 categories (min exam avg = 2.5). (Adjustments to required score can be made by multiplying the number of categories evaluated by each examiner by 2.5).

\*\*GAC representative marks "yes" if he/she agrees that the exam was reasonably conducted and evaluated in each category or that adequate reason was used for eliminating evaluation in a particular category (to be done in exceptional cases only).

# MBA ORAL EXAM ASSESSMENT

Candidate \_\_\_\_\_ Date \_\_\_\_\_

Exam Chair \_\_\_\_\_  
 MBA Faculty Member \_\_\_\_\_  
 GAC Rep \_\_\_\_\_

Candidate must score an average of 2.5 to pass the oral exam and have no average scores of 1.0 in any category. Scoring example: To score a 4, all items in phrases listed under "4" must be met, otherwise a lower category is scored.

Category*	Score 1	Score 2	Average	Concurrence	GAC Rep**
Knowledge	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Application	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Quantitative	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Written	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Presentation	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	
Professionalism	_____	_____	_____	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Category	4 Exceeds Expectations	3 Meets Expectations	2 Marginally Meets Expectations	1 Does Not Meet Expectations	Comments -->
<b>Knowledge of Functional and Integrative Theories, Perspectives, Concepts, and Facts (TPCFs)</b> Can clearly articulate, explain, and evaluate all important TPCFs written or implied in portfolio material and raised during questioning					
<b>Application of Theories, Perspectives, Concepts, and Facts (TPCFs)</b> Can choose appropriate TPCFs to solve practical problems; can provide illustrative examples and evaluate the outcome and usefulness of the TPCF; can use TPCFs to support arguments; understands multiple viewpoints					
<b>Quantitative Skill</b> Knows which data to collect; can analyze, and interpret numerical data from a variety of sources and reports and use the information to solve problems or evaluate situations					
<b>Written Communication Skill</b> Content is well organized; grammar and mechanics are correct. Word selection is sophisticated enough for graduate work.					
<b>Presentation and Oral Communication Skill</b> Good eye contact; volume and intonation are strong. Meaningful gestures and good rate of delivery. Right quantity of speaking and visuals.					
<b>Professionalism</b> Follows rules of presentation etiquette, maintains composure under questioning pressure					

\*Score total requirement (30) is based on assumption that 2 examiners evaluate candidate in all 6 categories (min exam avg = 2.5). (Adjustments to required score can be made by multiplying the number of categories evaluated by each examiner by 2.5).

\*\*GAC representative marks "yes" if he/she agrees that the exam was reasonably conducted and evaluated in each category or that adequate reason was used for eliminating evaluation in a particular category (to be done in exceptio

## Assessment Plan and Report

Academic Year 2010-2011

Department/Program of Study: MBA Program  
Submitted by: Nancy Birch

Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2010	
Conduct process	2010-11 academic year	
Submit findings	6th Friday Spring 2011	

### Assessment Plan

1	2	3	4	5	6
Learning Outcome Goal	Objective	Strategy/Method of Measurement	Performance Characteristics	Scoring Levels	Expectation Standard
Graduates are able to demonstrate the application of the appropriate technical skills and quantitative analysis techniques in a management setting.	<b>Identify:</b> Students can clearly choose and explain appropriate statistical techniques used for the business problem. The student fully understands the data requirements of each technique and underlying assumptions.	Each student enrolled in BADM 603 will analyze a case that focuses on quantitative analysis.  A written analysis of the case will be submitted. Using the attached rubric, the written case and the oral exam of the case will be used to assess the student's ability to meet the specific objective to be assessed (column 2).	Students must score a median of at least 2.5 to pass the oral exam and have no median score of 1.0 in any category. A median score of 2.5 is needed to pass the specific objective being assessed (column 2).	Scoring will use the attached rubric.	At least 70% of students will score a median of 3 or higher on the specific objective. <b>Identify</b> , see objective under category 2.

### Definitions/Instructions:

1. **Learning Outcome Goal:** One, or part of one, of a program's adopted learning outcome goals as published in catalog or other program.
2. **Objective:** Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
3. **Strategy/Method of Measurement:** Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
4. **Performance Characteristics (criteria):** Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of "x."
5. **Scoring Levels (for Individual Student Performance):** Set of defined scoring options used by evaluators to determine level of student achievement.
6. **Expectation Standard (collective performance of students):** Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

(continued)

## Assessment Report

7	8	9	10	11
<p><b>Observations from Summary Data</b></p> <p>Twenty-two students completed BADM 503 and their oral exam during fall quarter 2010 and winter quarter 2011. The attached rubric was used by the committee (Chair and second member) to score their work.</p> <p>Over 78% of the 22 scored at least a median of 3.0 on the specific objective (Identify, please see the attached rubric).</p> <p>In addition, almost 73% (16) of the 22 students scored at least a median of 3.0 on the Content portion (Content Median) of the Rubric. And 72.7% (16) of the 22 students scored at least a median of 3.0 on the exam (Exam Median).</p>	<p><b>Conclusions about Student Learning</b></p> <p>Although overall students met the expected standards for the specific learning objective and the exam, several observations not specifically addressed in the rubric are worth noting.</p> <ul style="list-style-type: none"> <li>• Only eight of the 22 students needed little or no help.</li> <li>• Ten of the 22 students had difficulty distinguishing between measurement scales.</li> </ul> <p>And in general, students appeared to have difficulty with:</p> <ul style="list-style-type: none"> <li>• Properly citing and using references.</li> <li>• Interpreting results and making appropriate recommendations.</li> <li>• Validating model assumptions.</li> <li>• Describing and summarizing the data.</li> <li>• Working independently to review old material and research new topics.</li> </ul>	<p><b>Actions Recommended Based on Observations</b></p> <p>Revise BADM 503 to include multiple regression and model building and de-emphasize topics such as probability and certain probability distributions.</p> <p>In BADM 520, provide students exercises or activities to review and practice basic statistics. Assign comprehensive case analyses or projects that use prerequisite statistical analysis skills in the context of a business or organization setting. These will provide students with practice in identifying the appropriate statistical methods, applying those methods, and interpreting their results. In addition, students will use and cite appropriate references, refer and use tables and figures appropriately.</p>	<p><b>Plan and Timetable for Taking Action</b></p> <p>Revision of BADM 503 will be piloted Summer quarter 2011.</p> <p>Implement changes to BADM 520 beginning Spring quarter 2011.</p>	<p><b>Overall Reflection on Assessment</b></p> <p>Overall students achieved the expected standard.</p> <p>I was disappointed that several students had difficulty working independently and chose to seek help rather than investigate and research on their own.</p> <p>We will consider raising the standard for the next assessment iteration of this Learning Outcome Goal.</p>

### Definitions/Instructions:

7. **Observations from Summary Data:** Findings and analysis of findings from data and assessment process; e.g. students barely meet/fail some elements while excelling in others.
8. **Conclusions about Student Learning:** Based on your scoring and expectation standards, what conclusions do you reach? Have your students collectively accomplished the learning outcome goal? To what extent? With what reservations?
9. **Actions Recommended Based on Observations:** What specific course, program, activity, entrance, and/or instructional approach changes are recommended?
10. **Plan and Timetable for Taking Action:** How will the recommended actions be implemented and in what timeframes?
11. **Overall Reflection on Assessment:** Address the larger question of whether the objective is still appropriate for the program and whether the assessment of it is producing important and meaningful data. Does the strategy for assessing the objective give you confidence in your teaching and the students' subsequent knowledge/skills/abilities?

### **Assessment Plan**

Due at the beginning of Fall 2012

#### **Graduate Business Degree-level Learning Goals:**

(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

#### **Course-level Learning Outcome**

(as published in the syllabus)

Students are able to apply appropriate statistical analysis methods to business data – links to Learning Goal number 2 above.

#### **Assessment Objective**

(student performance that demonstrates accomplishment of the goal)

Specifically, students will be assigned a short statistical case with data. They will complete an analysis of the case with the expectation they will address and identify the research questions, describe the methods of data collection, describe or summarize the sample data, conduct the appropriate statistical analysis, interpret the results, develop conclusions, state limitations, make recommendations, and identify unusual outcomes and future analyses.

The overall median score on all criteria pertaining to the "Content and Accuracy" portion of the rubric must be a 2.5 and no criterion can receive a 0 in order for the student to pass or meet the expectations.

#### **Measurement Details:**

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

A rubric is attached. The evaluation scale is: 0 to 5, where 0 = criterion not at all addressed to 5 = criterion completely addressed and without errors.

**Expectation Standard**

(acceptable measure of collective student performance as related to measurement details)

The assessment objective will be met if at least 75% of students score a median of at least 2.5 on the relevant criteria (see above) of the rubric.

**Initial Assessment Report**

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

**Findings and analysis**

(relate to expectation standards and specific problems noted)

**Action and Corrective Measures Applied**

(relate to problems noted above)

**Follow-up Assessment Report**

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)  
if corrective action was noted above

**Findings and analysis**

(relate to expectation standards and corrective measures applied)

Follow-up to BADM 603 (AY 2010-11) where students' quantitative skills were initially assessed. During Fall quarter 2012, BADM 520 students were given a statistical case with data. Case format and writing guidelines that map directly to the rubric were posted on the course Blackboard site for students. Case write-ups were evaluated using the "Content and Accuracy" criteria on the rubric. Twenty-four students submitted cases. Eighteen students (75%) received a median score of 2.5 or higher on the "Content and Accuracy" portion of the rubric, meeting the assessment objective.

### **Conclusions about Remediation Efforts**

*(relate to findings and corrective measures applied)*

Students need to do more review of basic statistics on their own, but they do not seem to realize that. Consider developing review handouts or creating more assignments or activities where students practice statistical skills and knowledge and how to present statistical results. Consider having students develop a rubric for statistical cases.

### **Reflections**

**Is the assessed objective still appropriate for the program? Explain if not.**

Students need to do more review on their own, but either they do not realize that or they do not know how. I hesitate to use models; I want them to critically think about how to identify the appropriate analysis, compute or use software to compute accurate results, interpret results and write a professional, concise, well-written paper.

**Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.**

Yes, see above. Nothing. I am not sure.

**What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?**

See above in reflections.

## Attachments

*Rubrics, test instruments, raw data, etc.*

### *Rubric for Case Analysis: BADM 530*

Evaluation scale: 0 to 5, where 0 = not at all, and 5 = complete and without errors

<b>Content and Accuracy</b>	
Includes an introduction	
Data is described, including variables and number of observations	
Sample is described, appropriate methods are used for qualitative and quantitative variables	
Appropriate statistical analysis is used for hypothesis tests	
Hypothesis tests are used when evidence is desired	
Appropriate test statistics, p-values and degrees of freedom are used.	
Results are fully interpreted.	
Outliers and/or unusual observations are identified and briefly discussed	
Appropriate descriptive statistics are used to summarize the sample data – for both quantitative and qualitative variables	
Abbreviations are avoided	
Variable names are not used unless they have been defined and their use adds to readability	
Use of statistical output avoided	
Limitations identified and discussed	
All case questions completely answered	
<b>Format and Writing</b>	
Paper is organized and easy to follow	
Headings are used to organize paper	
Figures and tables are labeled appropriately	
Figures and tables are referred to in the body of the paper appropriately	
References used and appropriately cited	
Case format followed	
Writing is concise	
No grammar or spelling errors (evidence of use of Word to check spelling and grammar)	
Single spaced	

#### Case Format<sup>1</sup>:

1. Identify the analysis questions
2. Convert the analysis questions to statistical questions
3. Perform descriptive analysis of the data
4. Identify and discuss unusual data points
5. Apply formal analysis procedures
  - a. Use appropriate statistical tests
  - b. Include test statistics, p-values, and degrees of freedom
  - c. Understand and check the assumptions for the statistical tests used
  - d. Fully interpret results
6. Develop conclusions and recommendations
7. Identify unusual outcomes and future analysis

<sup>1</sup> Adapted from *Cases in Managerial Data Analysis*, by Carlson, Duxbury Press 1997

## Assessment Plan and Report

Academic Year 2010-2011

Department/Program of Study: MBA Program  
Submitted by: Brian Grinder

Action	Due Date	CAC Approval
Submit initial plan	2nd Friday Fall Qtr 2011	
Conduct process	2011-12 academic year	
Submit findings	Summer 2012	

### Assessment Plan

1 Learning Outcome Goal	2 Objective	3 Strategy/Method of Measurement	4 Performance Characteristics	5 Scoring Levels	6 Expectation Standard
Graduates are able to understand and apply the principles of financial theory, analysis, reporting and markets to unfamiliar circumstances to create value.	Student can clearly choose and explain appropriate financial techniques used for the assignment. The student fully understands the data requirements of each technique and underlying assumptions.	Each student enrolled in BADM 603 will analyze a case that focuses on financial analysis.  A written analysis of the case will be submitted. Using the attached rubric, the written case and the oral exam of the case will be used to assess the student's ability to meet the specific objective to be assessed (column 2).	Students must score a median of at least 2.5 to pass the oral exam and have no median score of 1.0 in any category. A median score of 2.5 is needed to pass the specific objective being assessed (column 2).	Scoring will use the attached rubric.	At least 70% of students will score a median of 3 or higher on the specific objective (category).

### Definitions/Instructions:

23. Learning Outcome Goal: One, or part of one, of a program's adopted learning outcome goals as published in catalog or other program.
24. Objective: Student expected performance, stated in measurable terms, that demonstrates accomplishment of the learning outcome.
25. Strategy/Method of Measurement: Mode and process through which student performance data will be gathered. Examples: embedded test questions in a course or courses, portfolios, in-class activities, standardized test scores, case studies, analysis of written projects, etc. Most measurements benefit from the use of a clearly defined set of criteria (rubric).
26. Performance Characteristics (criteria): Aspects indicative of performance. Pre-defined set of criteria by which data collected will be evaluated: e.g. elements of writing, elements of effective oral presentation, elements of effective management of "x."
27. Scoring Levels (for Individual Student Performance): Set of defined scoring options used by evaluators to determine level of student achievement.
28. Expectation Standard (collective performance of students): Summary/acceptable measure of collective student performance; e.g. mean student score from rubric; percentage of students meeting defined standard of acceptability.

(continued)

## Assessment Report

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>Ten students completed BADM603 and their oral exam during the 2011-2012 academic year. Three students were not allowed to move on to the oral exam.</p> <p>90% of the 10 scored at least an average of 3.0 on the specific objective (<b>Identify</b>, please see attached rubric).</p> <p>In addition, 70% (7 of 10) scored an average of 3.0 or higher on the Content Portion (<b>Content Mean</b>) of the rubric, and half of the ten students who stood for the oral exam scored at least a mean of 3.0 on the exam (<b>Exam Mean</b>).</p>	<p>Students who stood for the oral met the expected standard for the specific learning objective and the exam. However, three students were not allowed to proceed to the oral exam for the following reasons:</p> <ul style="list-style-type: none"> <li>• In two instances, the students failed to meet the writing standard (demonstrate competency in ... written ... communication skills).</li> <li>• One student was unable to successfully complete the quantitative requirements of the case.</li> <li>• One student was unable to properly interpret results and failed to respond adequately to suggestions from the instructor.</li> </ul> <p>For the students who successfully completed the oral exam:</p> <ul style="list-style-type: none"> <li>• Most were able to work independently. However, some of the students who should have asked questions failed to do so and put their chances of successfully completing the oral in jeopardy.</li> <li>• Interpretation of results continues to be a weak point for many students.</li> </ul>	<p>In terms of writing skills, which are assessed every year in BADM 603, I think it is imperative that the MBA Curriculum Committee assesses the current online writing program that is currently in place within the next year.</p> <p>In terms of oral communication skills, some to the PowerPoint slides created by the students were horrendous. This needs to be addressed somewhere in the program.</p> <p>Improvements to MBAM 530 in terms of case analysis and presentation of cases need to be considered.</p>	<p>Evaluation of the current writing program should take place during the next academic year.</p> <p>The MBA committee might also want to meet with the faculty next year and discuss ways to systematically improve oral presentations. Some of the items that could be discussed include:</p> <ul style="list-style-type: none"> <li>• Appropriate use of PowerPoint.</li> <li>• Alternatives to PowerPoint</li> <li>• Nerves</li> <li>• Reduction of “gang” presentations in the program.</li> <li>• Developing a tips sheet for effective presentations.</li> </ul> <p>I will coordinate with Dr. Kiefer on changes to MBAM 530 to be made next year.</p>	<p>This was a useful activity. Students met the expected standard, but could improve in several areas including interpretation of results. Written and oral presentation skills also need to improve.</p>

**Exhibit XXIX**

Eastern Washington University College of Business and Public Administration MBA MFT Score Summary FALL 2006 - SUMMER 2012				
Academic Quarter	Mean Total Score	National Percentile Ranking	Number of Students	National Mean
Fall 2006	247.9	40	12	249.2
Spring 2007	249.7	50	24	249.2
Fall 2007	244.8	30	8	249.2
Spring 2008	248.6	50	24	249.2
Winter 2009	247.7	40	13	249.2
Summer 2009	247.5	40	23	249.2
Winter 2010	245.8	31	14	248.9
Summer 2010	257.5	84	20	248.9
Fall 2010	235.8	4	5	248.9
Winter 2011	250.2	51	36	248.9
Summer 2011	255.9	78	22	248.9
Winter 2012	255.0	75	12	248.9
Summer 2012	257.0	82	16	248.9

Eastern Washington University College of Business and Public Administration MBA MFT Score Summary 2005 - 2012				
Academic Year	Mean Total Score	National Percentile Ranking	Number of Students	National Mean
2005 - 2006	250.0	50	17	249.2
2006 - 2007	249.0	45	36	249.2
2007 - 2008	248.0	40	32	249.2
2008 - 2009	248.0	40	36	249.2
2009 - 2010	253.0	67	34	248.9
2010 - 2011	251.0	56	63	248.9
2011 - 2012	256.0	78	28	248.9

**PHASE II**  
**MBA ACCELERATED ASSESSMENT**  
**2012-13**

## **Exhibit XXX**

### **MBA Student Learning Objectives**

**2012-13**

1. **(Critical Thinking)** Be able to use relevant theories, concepts, perspectives, and facts to analyze business and economic issues and solve related problems;
2. **(Quantitative/Technical)** Be able to apply appropriate technical and quantitative skills related to business;
3. **(Communications)** Demonstrate competency in both written and oral business communication skills;
4. **(Leadership/Interpersonal)** Be able to provide leadership and facilitate positive interpersonal business relationships;
5. **(Ethical/Global)** Be able to incorporate ethical and global considerations into business activities.

**Exhibit XXXI**

<b>November 2012</b>										
<b>Course Mapping for Assurance of Learning -- MBA Program</b>										
	515	520	530	540	552	555	560	570	580	590
<b>1. Critical Thinking:</b> Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.	x	x	x	x		X	x	X	x	x
a. Students are able to analyze a case study using relevant theories, concepts, models, and frameworks to have a good understanding of IT value, IT role, IT infrastructure, IT service, and IT governance and management.									x	
b. Students are able to analyze a business problem by recognizing unstated assumptions, distinguishing factual from normative statements, distinguishing a conclusion from statements which support it, distinguishing cause-and-effect relationships from other sequential relationships, and detecting logical fallacies in arguments.						x				
<b>2. Technical and Quantitative Skills:</b> Students are able to apply appropriate technical and quantitative skills related to business	x	x	X	x		x	X			x
a. Students are able to develop cash flows, evaluate capital projects, apply the appropriate decision criteria and make the appropriate decision.			x							
b. Students can understand and apply basic techniques in budgeting							x			
<b>3. Communication Skills:</b> Students are competent in both written and oral communications	x	X		X		x		x	x	x
a. Students are able to articulate understanding of provided exposure to theoretical and applied aspects of marketing				x						
b. Students are able to communicate the results of research projects in writing.		x								
<b>4. Leadership and Interpersonal Skills:</b> Students are able to provide leadership and facilitate positive interpersonal business relationships	x				X					X
a. Students work effectively in teams										x
b. Students clearly understand and can communicate who they are as a leader and how they will use their unique combination of traits and experiences to effectively lead others. In other words, students can clearly answer the question, "Why should anyone be led by you?"						x				
<b>5. Ethical and Global Consideration:</b> Students are able to incorporate ethical and global considerations into business activities	X		x		x				X	x
a. Students are able to explain the competitiveness of nations and the role of business, the role of culture in international business, and the role of technology in international business.									x	
b. Students are able to use economic theories and models to predict how different competitive and regulatory environments outside of the United States affect output and hiring decisions made by manager of international firms	x									

**Exhibit XXII**

**MBA Assessment Master Schedule 2012-13**

Learning Objective	2012-2013				2013-2014				
	F	W	Sp	Su	F	W	Sp	Su	
	2012 Step 1	Step 2	Step 3	Step 2	2013 Step 3				
<b>PHASE II EMBEDDED AND ACCELERATED</b>	<b>Critical Thinking (570)</b>	Dev Meas & Coll Pilot Data	Rev Rsalts & Dev Imp's	Re-Measure	Rev Rsalts & Dev Imp's	Re-Measure			
	<b>Technical/Quantitative Skill (530 &amp; 560)</b>	Dev Meas & Coll Pilot Data	Rev Rsalts & Dev Imp's	Re-Measure	Rev Rsalts & Dev Imp's	Re-Measure			
	<b>Written Communication (520 &amp; 540)</b>	Dev Meas & Coll Pilot Data	Rev Rsalts & Dev Imp's	Re-Measure	Rev Rsalts & Dev Imp's	Re-Measure			
	<b>Global (580)</b>	Dev Meas & Coll Pilot Data	Rev Rsalts & Dev Imp's	Re-Measure	Rev Rsalts & Dev Imp's	Re-Measure			
			<b>2013 Step 1</b>	<b>Step 2</b>	<b>Step 3</b>				
	<b>Leadership/Interpersonal (552 &amp; 590)</b>		Dev Meas & Coll Pilot Data	Rev Rsalts & Dev Imp's	Re-Measure				
	<b>Critical Thinking (555)</b>		Dev Meas & Coll Pilot Data	Rev Rsalts & Dev Imp's	Re-Measure				
	<b>Global (515)</b>		Dev Meas & Coll Pilot Data	Rev Rsalts & Dev Imp's	Re-Measure				

**(AACSB Training, Fall, 2012. Develop Rubrics and Measures/Re-Allocate Data**

**Exhibit XXXIII**

**MBA Oral Exam Assessment Plans and Reports**

**(Including Rubrics)**

**2012-13**

### **Assessment Plan**

Due at the beginning of Fall 2012

#### **Graduate Business Degree-level Learning Goals**

(indicate all that apply)

- X CRITICAL THINKING: Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE: Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS: Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL: Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL: Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE

#### **Course-level Learning Outcome**

(as published in the syllabus)

##### **Learn to analyze a business problem**

- a. Ability to recognize unstated assumptions
- b. Ability to distinguish factual from normative statements
- c. Ability to distinguish a conclusion from statements which support it
- d. Ability to distinguish cause-and-effect relationships from other sequential relationships.
- e. Ability to detect logical fallacies in arguments.

#### **Assessment Objective**

(student performance that demonstrates accomplishment of the goal)

Students are assigned, in groups, to analyze one large complex case during the entire quarter. They will complete a report in stages (typically 60+ pages). In the report they have to state assumptions, factual statements, provide support for their conclusions, look at causal relationships (develop a causal network diagram) and the conclusions have to be logical.

#### **Measurement Details**

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

The course will be assessed during Winter 2013. The rubric for grading is attached at the end. Although there are several interim assignments, for assessment purposes only the final report will be used. This leads to an overall assessment of the group.

To get to the individual level, a peer-review process will be used within groups. In this portion, group members will be asked to evaluate group members on their individual abilities. This will be used in combination with the group assessment to reach individual assessment.

## **Expectation Standard**

(acceptable measure of collective student performance as related to measurement details)

80% of the students score good or better on the analysis portion of the rubric for the final report.

## **Initial Assessment Report**

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

### **Findings and analysis (WINTER 2013)**

**Group results: 86% of the groups (6 of 7 groups) scored higher than 75% on the analysis portion of their report.**

**Adjusted to individual scores based on peer-evaluation:**

**62% of students (18 out of 29) scored 75% or higher on the analysis.**

However, I was forced to submit an assessment plan during an earlier quarter and at that time wasn't yet sure of what to do and how to assess critical thinking. During the quarter, I became concerned about the validity of the approach as planned. The approach has two main flaws. First, if the group overall does not do well, then all group members are likely to get a low individual score as well. Second, the peer-evaluation process is flawed. For example, if a student does not display critical thinking him/herself, then how reliable is their assessment of critical thinking capabilities of others? In addition, my analysis of the peer-evaluation of critical thinking showed that:

- In a number of instances group members gave all (other) group members the same score. The reliability of this is questionable.
- In a number of instances a group member would receive above average scores from some group members but below average scores from another group member. This inconsistency again indicates reliability issues.

Because I foresaw some of these issues and during the quarter had time to think about the assessment, I came up with an alternative approach. On the final exam, students were asked to critically evaluate an article from the news media. My rationale for this was/is that if students learn critical thinking skills, then once they graduate they should be able to critically assess the value of information presented to them through a variety of media. The result of this alternative assessment was:

76% of the students (22 out of 29) scored 75% or more on critically evaluating the information.

Of the 11 students that scored below the norm through the peer-evaluation and the 7 students that performed below the norm through the test question, only 3 students appeared in both groups. This confirms problems with the assessment measurement (could be either one of them).

My conclusion overall at this point is that the assessment overall is not reliable. The norm is in a way arbitrarily set (had I set it at 75% the results based on the test were sufficient) and the assessment of critical thinking is fraught with difficulty.

### **Action and Corrective Measures Applied**

(relate to problems noted above)

**I propose a better assessment method but at this point, I do not yet know how or what to do although I think that the test approach is far better than the peer-evaluation approach.**

## Follow-up Assessment Report

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)  
if corrective action was noted above

### Findings and analysis (SUMMER 2013)

(relate to expectation standards and corrective measures applied)

As indicated in the previous report, there were issues with the measurement itself. The main question being: what is critical thinking and how should it be assessed.

Based on the experience with the Winter 2013 quarter, I made some changes in the syllabus:

#### Course aims

The aims in this course are that students learn to find and use relevant theories, concepts, perspectives and facts to analyze business and economic issues and solve related problems (critical thinking) and to apply appropriate technical and quantitative skills related to business (technical/quantitative);

#### Student learning objectives

At the end of the BADM-555 course students will have applied appropriate technical and quantitative methods to

1. analyze a comprehensive business problem and through that will have the ability to
  - a. recognize unstated assumptions
  - b. assess the strength of evidence (distinguish factual from normative statements and distinguish cause-and-effect relationships)
  - c. detect logical fallacies in arguments
2. the results of the analysis will have been integrated into a solution to solve the problem

#### Critical thinking definition

*(Your) demonstration  
of the level of awareness  
for the strength of the evidence  
in combination with  
the accompanying assumptions  
and logical and consistent reasoning  
that supports (your) conclusion*

Thus, these changes reflect a more explicit definition for critical thinking. This definition also makes a distinction between the problem solving process and critical thinking. For the problem solving process some, but not all, of the elements that were included in Winter 2013 were still included.

For assessment purposes, I decided to focus not on the report but on the final test. However, I did still ask students to provide their perceptions of themselves and others in critical thinking. On the test I had one question

in which the students were given a newspaper article that discussed findings of a study and they had to apply critical thinking to determine whether they agreed with the main findings of the article.

For grading I used the following schema which is based on the definition that was used throughout the quarter.

Definition: (your) demonstration of the level of awareness for the strength of the evidence in combination with the accompanying assumptions and logical and consistent reasoning that supports (your) conclusion

	Does not discuss strength of evidence, assumptions and does not have consistent and logical reasoning  (less than 15 points)	Has some elements such as strength of evidence or assumptions And has logical and consistent reasoning (15-20 points)	Discusses strength of evidence, assumptions, and applies logical and consistent reasoning  (25 points)
Read article and apply critical thinking			

Distribution:

Points	16	17	18	19	20	21	22	23	24	25
Students		2			6		1			5

Thus 86% of the students scored 80% or better.

With regard to the peer critical thinking evaluations, my idea was to have two other scores that I could compare with the score from the test: 1) a student's own perception of their own critical thinking, and 2) the student's group members perception of that student's critical thinking ability. I found that nine of the students did not provide adequate evaluations, i.e. they either did not include everybody or they gave everybody simply the same score. This left me with only five data points for comparison purposes:

Student	Own perception	Group members average perception	Score on test (% of 25 points)
1	95	98	100
2	90	90	100
3	80	55	80
4	85	80	68
5	88	85	100

Based on this I think that assessments for students 1 and 2 are fairly accurate and also fairly good represented in the test score, the same applies to student 5. Although the score is a little higher on the test, the level of nuance on the test may have been a little lower. My perception, based on other information provided in the peer-evaluation system, is that for students 3 and 4, the group scores were affected respectively negatively and positively due to the effort of the student, not necessarily their critical thinking.

Thus, I maintain the earlier conclusion that evaluating critical thinking through peer-evaluations is not an adequate approach.

### **Conclusions about Remediation Efforts**

(relate to findings and corrective measures applied)

Conclusion: Overall, one of the key problems with assessing critical thinking is to 1) define critical thinking, and 2) to measure it. Compared to the Winter quarter I have come up with a definition of critical thinking that was used throughout the quarter. Thus, explicit attention was focused on the key components of that definition. The main 'issue' with the students scoring 20 points or less on the test question was that they did not discuss anything about assumptions. This is therefore an area that still needs work. I had already discussed this often and also in the context of the case and the problem solving approach (for example, what are assumptions underlying your models, can you apply them in your situation? Etc.) but I find that students are, how shall I say it, somewhat 'suspicious' of assumptions. They are reluctant to make assumptions and they are reluctant to acknowledge assumptions. This is something that needs attention in the course. Overall though, the remedy of the definition seems to have led to an improvement.

### **Reflections**

Is the assessed objective still appropriate for the program? Explain if not.

Yes.

Furthermore, in coordination with the MBA program director we will start using standardized critical thinking tests starting 2013-2014. The tests used will be the CCTDI and the BCTST which will measure a student's disposition towards critical thinking as well as their critical thinking abilities. There are several noted disadvantages of this test (noted in the literature) but we decided to try it out. We will conduct a pre- and post approach with incoming and graduating students to see whether our program has an effect.

We hope that the test data, in addition with the data from BADM 555 will lead to valuable additional insights.

Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.

What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?

### **Attachments**

Rubrics, test instruments, raw data, etc.

### Assessment Plan

Due at the beginning of Fall 2012

#### Graduate Business Degree-level Learning Goals

(Indicate all that apply)

- CRITICAL THINKING: Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE: Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS: Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL: Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL: Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE

#### Course-level Learning Outcome Goal

Students are able to develop cash flows, evaluate capital projects, apply the appropriate decision criteria and make the appropriate decision.

#### Assessment Objective

Students are assigned a capital budgeting case study where they are required to develop the appropriate cash flows from revenues and costs given. They must use these cash flows to calculate net present value, internal rate of return, payback period and the profitability index. Once the metric is calculated, they are required to decide whether to accept or reject the project and explain their decision.

#### Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

#### Measurement categories are:

- 1) Determination of working capital investment.
- 2) Determination of cash flows for each year of the project.
- 3) Determination of terminal cash flows from working capital and salvage.
- 4) Calculation of net present value, internal rate of return and payback period.
- 5) Make the appropriate decision based on the NPV, IRR, Payback.

#### Expectation Standard

Seventy-five percent of the class meets or exceeds expectations for correctly calculating the net present value, internal rate of return and payback period, making the correct decision on the project and explaining their answer.

### **Assessment Plan**

Due at the beginning of Fall 2012

#### **Graduate Business Degree-level Learning Goals**

(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

#### **Course-level Learning Outcome Goal**

(as published in the syllabus)

Students are able to analyze a case study using relevant theories, concepts, models, and frameworks to have a good understanding of IT value, IT role, IT infrastructure, IT service, and IT governance and management.

#### **Assessment Objective**

(student performance that demonstrates accomplishment of the goal)

Students will be assigned one case study.

Assessment Rubric: can apply relevant theories, concepts, models, and frameworks to analyze IT value, IT role, IT infrastructure, IT service, and IT governance and management.

4: Exceeds Expectations; 3: Meets Expectations; 2: Marginally Meets Expectations; 1: Does Not Meet Expectations

The score of the case study must be 2.5 for a student to pass the assessment.

## Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

Who: BADM 570 students

When: Fall Quarter 2012 and Spring Quarter 2013

Where: Riverpoint Campus

How: Assess students' case write-ups against the assessment rubric.

Assessment Rubric: can apply relevant theories, concepts, models, and frameworks to analyze IT value, IT role, IT infrastructure, IT service, and IT governance and management.

4: Exceeds Expectations; 3: Meets Expectations; 2: Marginally Meets Expectations; 1: Does Not Meet Expectations

The score of the case study must be 2.5 for a student to pass the assessment.

## Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

For the assessment to be rated as successful, an average score of 2.5 or better will be achieved by 75% or more of all students in class.

## Initial Assessment Report

Due by the end of the 1<sup>st</sup> time the course is taught in AY 2012-2013 (Fall, 2012)

### Findings and analysis

(relate to expectation standards and specific problems noted)

Totally 24 students were assessed individually. 1 student got 4 (exceeds expectations); 18 students got 3 (meets expectations); 1 student got 2.5 (between meets and marginally meets expectations); 3 students got 2 (marginally meets expectations); and 1 student got 1 (does not meet expectations). 83% students got 2.5 or higher, which met the expectation standard. Those students who got 2.5 below had the problem of not connecting relevant theories, concepts, models, and frameworks to the case studies.

Because the assessment plan was developed in the middle of the fall quarter 2012, the students were given different individual case studies, which may cause some inconsistency in the assessment.

### **Action and Corrective Measures Applied**

(relate to problems noted above)

All students will be given a same case study next term, and the need of applying relevant theories, concepts, models, and frameworks in case studies will be emphasized.

## **Follow-up Assessment Report**

Due by the end of the 2nd time the course is taught in AY 2012-2013 (Spring, 2013)  
if corrective action was noted above

### **Findings and analysis**

(relate to expectation standards and corrective measures applied)

The assessment was conducted in Spring quarter, 2013. Totally 17 students were given the same case and no discussion among the students was allowed. 6 students got 3 (meets expectations); 6 student got 2.5 (between meets and marginally meets expectations); 1 students got 2 (marginally meets expectations); and 4 student got 1 (does not meet expectations). Only 70.6% students got 2.5 or higher, which did not meet the expectation standard. Those students who got 2.5 below had the problem of not connecting relevant theories, concepts, models, and frameworks to the case studies.

Although the need of applying relevant theories, concepts, models, and frameworks in case studies was emphasized in the class, some students didn't keep that kind of thinking or problem solving skill.

### **Conclusions about Remediation Efforts**

(relate to findings and corrective measures applied)

In the initial assessment, the students were given different individual case studies, which might produce the invalid assessment data. Therefore, the second assessment data may not reflect the remediation efforts. More assessments are needed.

## **Reflections**

Is the assessed objective still appropriate for the program? Explain if not.

**Yes.**

Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.

**The second assessment produced important meaningful data. The same case should be used for all students when conducting assessment.**

What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?

### **Attachments**

Rubrics, test instruments, raw data, etc.

**Assessment Plan**

*Due at the beginning of Fall 2012*

**Graduate Business Degree-level Learning Goals**

*(Indicate all that apply)*

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPPs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

**Course-level Learning Outcome Goal**

*(as published in the syllabus)*

**understand and apply basic techniques in budgeting**

**Assessment Objective**

*(student performance that demonstrates accomplishment of the goal)*

**Every student will work individually on a budget project that walks through the whole basic budgeting process. The overall score must be 2.5 for the student to pass the assessment.**

**Measurement Details**

*(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)*

**Their works are graded against standard answers.**

**Expectation Standard**

*(acceptable measure of collective student performance as related to measurement details)*

**For the assessment to be rated successful, an average score of 2.5 or better will be achieved by 75% or more of all the students in the class.**

**Initial Assessment Report**

*Due by the end of the 1<sup>st</sup> time the course is taught in AY 2012-2013*

**Findings and analysis**

*(refer to expectation standards and specific problems noted)*

**Out of a total of 32 students in the Fall 2012 class, only two scored below 2.5, which is defined as 75 percentile. That is, 94% of the students achieve a score better than 2.5.**

**Action and Corrective Measures Applied**

*(relate to problems noted above)*

**The result is satisfactory. No further action is deemed necessary.**

**Follow-up Assessment Report**

*Due by the end of the 2nd time the course is taught in A.Y. 2012-2013  
if corrective action was noted above*

**Findings and analysis**

*(relate to expectation standards and corrective measures applied)*

**Out of a total of 15 students in the Spring 2013 class, all have scored above 2.5.**

### Assessment Plan

Due at the beginning of Fall 2012

#### Graduate Business Degree-level Learning Goals

(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

#### Course-level Learning Outcome

(as published in the syllabus)

Students are able to communicate the results of research projects in writing. This course level learning outcome relates directly to Graduate Business Degree-level Learning Goal # 3 above.

#### Assessment Objective

(student performance that demonstrates accomplishment of the goal)

Specifically, students will be assigned a statistical case with data. They will complete an analysis of the case with the expectation that they will address and identify the research questions, describe the methods of data collection, describe or summarize the sample data, conduct the appropriate statistical analysis, interpret the results, develop conclusions, state limitations, make recommendations, and identify unusual outcomes and future analyses.

Writing mechanics and formatting will be evaluated. The overall median score on all criteria pertaining to the "Format and Writing" portion of the rubric must be a 2.5 and no criterion receive a 0 in order for the student to pass or meet the expectations.

#### Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

A rubric is attached. The evaluation scale is: 0 to 5, where 0 = criterion not at all addressed to 5 = criterion completely addressed and without errors. The rubric was made available to students via Canvas. In addition, an example of a "good" case write-up was made available to students via Canvas.

**Expectation Standard**

(acceptable measure of collective student performance as related to measurement details)

The assessment objective will be met if at least 75% of students score a median of at least 2.5 on the relevant criteria (see above) of the rubric.

**Initial Assessment Report**

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

**Findings and analysis**

(relate to expectation standards and specific problems noted)

**Action and Corrective Measures Applied**

(relate to problems noted above)

**Follow-up Assessment Report**

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)  
if corrective action was noted above

**Findings and analysis**

(relate to expectation standards and corrective measures applied)

During Spring quarter 2013, BADM 520 students were given a statistical case with data. The rubric was available to students via Canvas. In addition, an example of a "good" case write-up was made available via Canvas. Twelve case write-ups were evaluated using the writing and formatting criteria on the rubric; one student did not submit a case write-up. Twelve students (100%) received a median score of 3 or higher on the writing mechanics and formatting portion of the rubric, meeting the assessment objective. Seven students (58%) scored a median of 4 or higher.

Domestic students scored higher than did international students. Specifically, 83% (five out of six) of the domestic students received a median score of 4 or higher, 33% (two out of six) of the international students scored a median of 4 or higher. Language may be an issue.

### **Conclusions about Remediation Efforts**

*(relate to findings and corrective measures applied)*

Retain the expectation standard. Explore and identify writing resources that are available to all students, particularly for international students. Currently HOW 12 is a recommended textbook. We might consider requiring students to show evidence that are using HOW 12 perhaps through the use of peer reviews.

### **Reflections**

Is the assessed objective still appropriate for the program? Explain if not.

Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.

What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?

## Attachments

Rubrics, test instruments, raw data, etc.

### *Rubric for Case Analysis: EADM 520*

Evaluation scale: 0 to 5, where 0 = not at all, and 5 = complete and without errors

<b>Content and Accuracy</b>	
Includes an introduction	
Data is described, including variables and number of observations	
Sample is described, appropriate methods are used for qualitative and quantitative variables	
Appropriate statistical analysis is used for hypothesis tests	
Hypothesis tests are used when evidence is desired	
Appropriate test statistics, p-values and degrees of freedom are used.	
Results are fully interpreted	
Outliers and/or unusual observations are identified and briefly discussed	
Appropriate descriptive statistics are used to summarize the sample data – for both quantitative and qualitative variables	
Abbreviations are avoided	
Variable names are not used unless they have been defined and their use adds to readability	
Use of statistical output avoided	
Limitations identified and discussed	
All case questions completely answered	
<b>Format and Writing</b>	
Paper is organized and easy to follow	
Headings are used to organize paper	
Figures and tables are labeled appropriately	
Figures and tables are referred to in the body of the paper appropriately	
References used and appropriately cited	
Case format followed	
Writing is concise	
No grammar or spelling errors (evidence of use of Word to check spelling and grammar)	
Single spaced	

#### Case Format<sup>1</sup>:

1. Identify the analysis questions
2. Convert the analysis questions to statistical questions
3. Perform descriptive analysis of the data
4. Identify and discuss unusual data points
5. Apply formal analysis procedures
  - a. Use appropriate statistical tests
  - b. Include test statistics, p-values, and degrees of freedom
  - c. Understand and check the assumptions for the statistical tests used
  - d. Fully interpret results
6. Develop conclusions and recommendations
7. Identify unusual outcomes and future analysis

<sup>1</sup> Adapted from *Cases in Managerial Data Analysis*, by Carlson, Duxbury Press 1997

**Assessment Plan**

Due at the beginning of Fall 2012 & end of Spring 2013

**Graduate Business Degree-level Learning Goals**

(indicate all that apply)

**CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.

**TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.

**X COMMUNICATIONS:** Students are competent in both written and oral communications.

**LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.

**ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.

**NOT APPLICABLE**

**Course-level Learning Outcome**

(as published in the syllabus) Provide exposure to the theoretical and applied aspects of marketing

**Assessment Objective**

(student performance that demonstrates accomplishment of the goal)

Students will be assigned an article that concerning marketing concepts and principles addressed in the course. They will write and present a paper which provides a synopsis of an assigned article identifying the relevant marketing concepts presented, its application to the marketing issue at hand while integrating this information with marketing principles and concepts presented in the course.

The average score on all rubric categories must be a 2.5 of 4 for the student to pass the assessment.

**Measurement Details**

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

MBA students will be assessed starting in Fall Quarter, 2012 and Spring Quarter, 2013 using an assigned article and a rubric.

The rubric is attached. Measurement categories are:

Focus and Meaning  
Content and Development  
Organization  
Language Use, Voice, & Style  
Mechanics and Conventions

Scoring anchors are:

1=Does not meet expectations  
2=Marginally meets expectations  
3=Meets expectations  
4=Exceeds expectations

**Expectation Standard**

(acceptable measure of collective student performance as related to measurement details)

An average score of 2.5 or better is achieved by 75% of students in the course.

## Initial Assessment Report

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

### Findings and analysis

(relate to expectation standards and specific problems noted)

Across all students evaluated 77 percent (10/13) of students achieved an overall score of 2.5 or better on the writing assessment. This meets the overall expectation standard of 75 percent established for this learning objective.

Further analysis shows that there appears to be a difference in performance between US versus International students with respect to writing assessment. US students averaged a 2.71 across all five categories within the writing assessment while international students averaged a 2.35 across the same.

The category showing the weakest performance across all participants was in the Mechanics and Conventions category (see rubric) of the writing assessment averaging a 2.31 overall. All other writing areas assessed averaged a 2.5 or better across the assessment category. Further, the strongest area of performance in the writing assessment is in the area of Content and Development (see rubric).

### Action and Corrective Measures Applied

(relate to problems noted above)

The writing assessment rubric will be provided to students so that they can use it to evaluate their writing submissions. Results from the assessment have been provided to the Director of the MBA program and MBA committee in order to address issues in writing performance as identified in the assessment process.

The International Students' office has been informed and will increase time spent on writing practice for ESL students.

## Follow-up Assessment Report

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)  
if corrective action was noted above

### Findings and analysis

(relate to expectation standards and corrective measures applied)

Across all students evaluated 86 percent (19/22) of students achieved an overall score of 2.5 or better on the writing assessment. This exceeds the overall expectation standard of 75 percent established for this learning objective.

Further analysis shows that there still appears to be a difference in performance between US versus International students with respect to writing skills. US students averaged a 3.12 across all five categories within the writing assessment while international students averaged a 2.8 across the same.

This time, the category showing the weakest performance across all participants was in the Language Use, Voice, and Style category (see rubric) of the writing assessment. However, all categories exceeded the 2.5 or better threshold. Again, the strongest area of performance in the writing assessment is in the area of Content and Development (see rubric).

### **Conclusions about Remediation Efforts**

(relate to findings and corrective measures applied)

Providing students with the assessment rubrics (as well as the rubric specific to the assignment) did seem to increase scores.

Given that scores increased from the fall to the spring measurements, there are a number of probable reasons:

1. The International Students' office work is paying off
2. The emphasis on writing throughout the MBA program is paying off
3. Spring quarter professor is an easier grader
4. Random chance variation

### **Recommendations**

1. Continue to communicate with International Students office
2. Continue to inform students about Writing Center
3. Continue to stress writing throughout the MBA core
4. Have the same professor teach BADM 540 in both the fall and spring (consistency in scoring/grading and professor will become more of an expert teaching the class – i.e., become more “invested” in the class).

### **Attachments**

Rubrics, test instruments, raw data, etc.

**BADM 540**  
**Written Communications Rubric**

**Assessment Goal:**

- Communications** - Students are competent in both written and oral communications.

**Student** BADM 540 Spring (n = 22)

**Date** 6/12/13

**Professor** Dr. Damon Aiken

**International Students**

<b>Content Category</b>	<b>4 Exceeds Expectations (n)</b>	<b>3 Meets Expectations (n)</b>	<b>2 Marginally Meets Expectations (n)</b>	<b>1 Does Not Meet Expectations (n)</b>	<b>Comments MEAN</b>
<b>Focus and Meaning</b> - Maintains a controlling idea, an understanding of purpose and audience and completes all parts of the task.	1	4	2		2.86
<b>Content and Development</b> - Demonstrates knowledge of the subject matter through proper use of marketing concepts and terms	2	4	1		3.14
<b>Organization</b> - Demonstrates an appropriate structure , direction, paragraphing or grouping of information, logical connections and transitions.	1	3	3		2.71
<b>Language use, Voice and Style</b> - Demonstrates effective awareness of the reader and purpose, effective sentence structure and word choice and displays a professional tone.	1	2	4		2.57
<b>Mechanics and Conventions</b> - Reflects appropriate control of conventions, to include paragraphing, grammar, punctuation, and spelling. Appropriate referencing utilized.	1	3	3		2.71

<b>Content Category</b>	<b>4 Exceeds Expectations (n)</b>	<b>3 Meets Expectations (n)</b>	<b>2 Marginally Meets Expectations (n)</b>	<b>1 Does Not Meet Expectations (n)</b>	<b>Comments MEAN</b>
<b>Focus and Meaning</b> - Maintains a controlling idea, an understanding of purpose and audience and completes all parts of the task.	5	6	4		3.07
<b>Content and Development</b> - Demonstrates knowledge of the subject matter through proper use of marketing concepts and terms	5	8	2		3.20
<b>Organization</b> - Demonstrates an appropriate structure , direction, paragraphing or grouping of information, logical connections and transitions.	5	8	2		3.20
<b>Language use, Voice and Style</b> - Demonstrates effective awareness of the reader and purpose, effective sentence structure and word choice and displays a professional tone.	5	5	5		3.00
<b>Mechanics and Conventions</b> - Reflects appropriate control of conventions, to include paragraphing, grammar, punctuation, and spelling. Appropriate referencing utilized.	5	7	3		3.13

**BADM 540**  
**Course Learning Goals**

1. Provide exposure to the theoretical and applied aspects of marketing
2. Develop analytical and critical-thinking skills with respect to marketing problems
3. Practice solving marketing problems
4. Gain insight into the role of marketing in the world economy

EWU CBPA Assessment  
AY 2012-13

Degree: MBA  
Course: BADM 515 – 40 (#22675)  
Submitted by: Justin Bucciferro  
Date: Summer 2013

### **Assessment Plan (Winter/Summer 2013)**

Graduate Business Degree-Level Learning Goal:

Ethical and Global Consideration – Students are able to incorporate ethical and global considerations into business activities.

Course-Level Learning Outcome:

Students are able to use economic theories and models to predict how different competitive and regulatory environments outside of the United States affect output and hiring decisions made by managers of international firms.

Assessment Objective:

Students will successfully answer a comprehensive essay question about ethical and global considerations to be included on the final exam.

Measurement Details:

Students in BADM 515 will successfully answer the relevant question on the final exam with a passing score of at least 80%. Passing scores are earned by correctly applying economic logic and being able to qualitatively explain the implications for managerial decision-making.

Expectation Standard:

For the assessment to be rated as successful, a score of 80% or better on the final exam will be achieved by 80% or more of all students in the class.

### **Follow-Up Assessment Report (Summer 2013)**

Findings and Analysis:

The following question was included on the Final Examination for BADM 515, Managerial Economics, held on August 13, 2013: “In what ways can a manager integrate ethical and global considerations into its strategic decision making? How would different competitive and regulatory environments outside the U.S. affect the output and hiring decisions of a multinational’s manager?”

Fourteen (14) students completed the question and each wrote a response of between one and three pages in length (see attached). The responses were uniformly satisfactory, with each student expressing the importance of ethical and global considerations and ways in which unique market structures pose constraints to manager's behavior. One-hundred percent of students earned passing scores on this question, even though the course did not extensively cover the management of multinational corporations.

**Actions and Corrective Measures Applied:**

The performance of all students was satisfactory during both assessments, however, the quality of student responses was found to have improved in the latter round. In the summer course, I incorporated more discussion of strategic behavior in a global context, within the limitations of the course and text. In the future, I believe a case-study framework, in which students are put in the shoes of a manager facing problems with international operations, would be preferable.

### Assessment Plan

Due at the beginning of Fall 2012

#### Graduate Business Degree-level Learning Goals

(Indicate all that apply)

- CRITICAL THINKING: Students are able to use relevant theories, concepts, perspectives, and facts (TCPPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE: Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS: Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL: Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL: Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE

#### Course-level Learning Outcome Goal

(as published in the syllabus)

Students clearly understand and can communicate who they are as a leader and how they will use their unique combination of traits and experiences to effectively lead others. In other words, students can clearly answer the question, "Why should anyone be led by you?"

#### Assessment Objective

(student performance that demonstrates accomplishment of the goal) Each student will complete and submit an individual paper that responds to all seven questions posed in appendix A of Goffee & Jones' book, *Why Should Anyone Be Led By You*.

Students must earn 800 points (out of 1000) to meet course expectations on this objective.

#### Measurement Details

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

Rubric attached.

The rubric includes evaluation of organization, structure, and grammar, but sixty-percent of the grade is based upon self-knowledge and reflection upon the content of the course texts. Key items include Knowledge (does the report indicate a clear understanding of the author's meaning in *Why Should Anyone Be Led By You?*), and Content (Does the content exhibit substantial personal reflection and growth in understanding?)

### **Expectation Standard**

(acceptable measure of collective student performance as related to measurement details)

**Earn 680 points out of 850 possible.**

### **Initial Assessment Report**

Due by the end of the 1<sup>st</sup> time the course is taught in AY 2012-2013

#### **Findings and analysis**

(relate to expectation standards and specific problems noted)

26 out of 27 students completed the individual report assignment with a grade above the threshold defined under expectation standard, above (680). The one student who earned less than 680 points was relatively close at 663. However, the student who finished with a score below standard, I believe his score is clearly reflective of inadequate development of self-knowledge in leadership, per this goal. The primary problem appears to be a lack of either sufficient effort or a lack of correct understanding of the book *Why Should Anyone Be Led By You?*

Given that 26 out of 27 students demonstrated acceptable performance, n

#### **Action and Corrective Measures Applied**

(relate to problems noted above)

Given that 26 out of 27 students demonstrated acceptable performance, no changes are recommended at this time.

### **Follow-up Assessment Report**

Due by Due by the end of the 2nd time the course is taught in AY 2012-2013  
if corrective action was noted above

#### **Findings and analysis**

(relate to expectation standards and corrective measures applied)

**Conclusions about Remediation Efforts**  
(relate to findings and corrective measures applied)

**Reflections**

Is the assessed objective still appropriate for the program? Explain if not.

**Yes. It is too early to conclude that students are regularly meeting this objective.**

Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.

**No.**

What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?

**n/a**

**Attachments**

Rubrics, test instruments, raw data, etc.

**Individual Report Instructions**  
**BADM 552—Winter 2013**  
**850 points**

This report is based upon the book Why Should Anyone Be Led By You?

**\*\*Please remember, individual reports affect the TEAM'S GRADE.**

**Grading:**

- **Organization—100 points**
  - Is the report clearly organized in a manner that allows the reader to easily find information?
- **Thoroughness—100 points**
  - Are all answers included and thoroughly developed?
- **Grammar and spelling—100 points**
  - Does grammar conform to How12 guidelines?
  - There should be zero spelling errors.
- **Structure—100 points**
  - Are all paragraphs well-organized, concise, and clearly structured around a single topic sentence?
  - Is the paper organized to read with good flow?
- **Knowledge—200 points**
  - Does the report clearly demonstrate thorough knowledge of the book Why Should Anyone Be Led By You?
- **Content—200 points**
  - Does the content exhibit substantial personal reflection and growth in understanding?
- **Conclusion—50 points**
  - Does the conclusion clearly bring the report to a natural close?
  - Does the conclusion clearly answer the big question?

## **Instructions:**

Please refer to Appendix A in your book, *Why Should Anyone Be Led By You?* In appendix A, the authors list 7 questions. Each question is associated with one or two chapters in the book. These chapters provide the requisite information you will need in order to develop useful personal responses. Thoroughly read the chapter(s) prior to attempting the response.

For each of the following, develop a 500 word (exactly) response.

*Individual report sections are submitted for review to your IDO only. The only time the individual report is submitted to your professor is when the final completed and approved (by your IDO) report is submitted to me, on March 15<sup>th</sup>—SEE SUBMISSION INSTRUCTIONS.*

**Question 1:** Submit to your team's Individual Development Officer by Tuesday, January 11th, at 6pm.

**Question 2:** Submit to your team's Individual Development Officer by Tuesday, January 18th at 6pm.

**Question 3:** Submit to your team's Individual Development Officer by Tuesday, January 25th at 6pm.

**Question 4:** Submit to your team's Individual Development Officer by Tuesday, February 1st at 6pm.

**Question 5:** Submit to your team's Individual Development Officer by Tuesday, February 8th at 6pm.

**Question 6:** Submit to your team's Individual Development Officer by Tuesday, February 15th at 6pm.

**Question 7:** Submit to your team's Individual Development Officer by Tuesday, February, 22nd at 6pm.

**Conclusion:** (700 to 1000 words.) Develop a compelling answer the question, "Why Should Anyone Be Led By You?" In addressing this question, be sure to evaluate yourself in accordance with Appendix B of the book. Where are you now? What do you most need to improve to be more effective?

**\*\*Submit to your team's Individual Development Officer by Tuesday, March 12th at 5pm.**

**FINAL REPORT SUBMISSION INSTRUCTIONS:**

1. An electronic copy of your completed individual report should be submitted to your team's Individual Development Officer in time for them to submit all reports on behalf of your team. (I recommend a team deadline of March 8th.) This will act as an official transfer of documents on behalf of your team. This is important given that the individual reports do influence the team point total for the term.
2. **Individual Development Officers:** Please e-mail me the reports with the name of the individual and their seat # in the document file name for each report. (Have team members submit them to you with that file name.) Please attach no more than 3 reports per e-mail. **(All reports are due by 5:00 pm on March 19<sup>th</sup>.)**

Score	Percentage
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
850	100.0%
848	99.8%
835	98.2%
830	97.6%
830	97.6%
830	97.6%
827	97.3%
822	96.7%
800	94.1%
795	93.5%
790	92.9%
765	90.0%
743	87.4%
735	86.5%
690	81.2%
685	80.6%
<hr/>	
663	78.0%

 = Above expected performance threshold

 =Below expected performance threshold

**Degree: MBA**  
**Course: BADM 590**

### **Assessment Plan**

Due at the beginning of Fall 2012

#### **Graduate Business Degree-level Learning Goals**

(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

#### **Course-level Learning Outcome**

(as published in the syllabus)

- a. Students work effectively in teams

#### **Assessment Objective**

(student performance that demonstrates accomplishment of the goal)

Peer evaluations and leader evaluations will be completed. The evaluations must average a score of “4” for a student to be considered an effective team member and/or leader. The team must also score an average at least 3.0 on all strategic planning process presentations.

#### **Expectation Standard**

(acceptable measure of collective student performance as related to measurement details)

Peer evaluation forms are attached. Each student will evaluate each team member at the end of the quarter on the measures in the form. Each student will also evaluate team leaders using the attached form.

For the assessment to be judged a success, at least 90% of students must score an average of 4 or above on peer evaluations. Leaders must score 8 or above. Grades for all teams on the decision exercises must average at least 3.5.

### **Initial Assessment Report**

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

#### **Findings and analysis**

(relate to expectation standards and specific problems noted)

	Team 1	Team 2	Team 3
Group Members	4.5	4.43	4.64
Leaders	9.68	9.25	9.37
Project 1 Grade	3.7	3.9	4.0
	Team 1	Team 2	Team 3
Group Members	4.7	4.9	4.7
Leaders	9.8	9.6	9.10
Project 2 Grade	3.86	3.7	3.82

	Team 1	Team 2	Team 3
Group Members	4.86	4.70	4.86
Leaders	9.67	9.2	9.65
Project 1 Grade	4.0	3.9	3.5

The standard was met on all occasions for all parts.

### Action and Corrective Measures Applied

(relate to problems noted above)

The standard was met, so no corrective measure was applied, however, I wanted to learn if the shortened summer quarter affected the results. I also allowed groups to choose to keep the same leader all summer instead of rotating leadership if they so chose. (Both groups chose to keep the same leader all summer).

\

### Follow-up Assessment Report

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)  
if corrective action was noted above

### Findings and analysis

(relate to expectation standards and corrective measures applied)

	Team 1	Team 2
Group Members	5.0	4.95
Leaders	9.66	8.55
Project 1 Grade	4.0	4.0

	Team 1	Team 2
Group Members	3.84	4.95
Leaders	9.46	8.8
Project 2 Grade	3.5	3.0

	Team 1	Team 2
Group Members	4.19	4.64
Leaders	9.45	9.69
Project 1 Grade	4.0	4.0

The standard was met on all occasions for all parts.

### Conclusions about Remediation Efforts

(relate to findings and corrective measures applied)

For closing the loop, the standard was not met once, for Team 1 on the second project, where the group members scored less than an average of 4 (3.84) for their team behaviors. The leader on Team 2 met the standard of 8, but was close to just meeting that standard for the first project. As it turned out, the summer quarter was much more stressful than the winter quarter demands. Teams discussed some of the anxieties with me after the 2<sup>nd</sup> project, and this seemed to relieve some of the tensions and result in a strong finish. A bit of coaching and encouraging went a long way to keep them motivated.

All groups appeared to have relatively good relationships (each quarter), and they had obvious experience working in teams throughout the MBA program. Summer quarter had interesting dynamics in that the leader of Group 2 was younger than most of his team members. He was ill for the first project, and the older team members resented his failing to take the initiative in driving the project to completion. Some of the resentment lingered for the 2<sup>nd</sup> project, but by the end, the leader improved substantially. For the first group, the leader was quite strong, and she had some trouble driving her very diverse team members to a strong finish for each project. Although her team started out strong, demands from other classes and obligations resulted in some slacking off on the projects as the quarter wore on. The mix of demands among students was considerable, with some students having multiple classes, jobs, and families, while others were leisurely finishing up one final class. Completing the work demanded in an 8-week time frame would have resulted in some conflict under the best of circumstances, but the diversity of demands and student motivations added to the complexity of team behavior.

On the whole, these teams did an excellent job on their complex projects and decision-making. At the end of each quarter, there was much emotion among the most cohesive teams, as they joyously took pictures of their group and wistfully remembered the good experiences they had with each other in the program. The experience afforded to them working in teams in the MBA program will serve them well as they continue to develop expectations about the power, joys, hardships, and limitations of teamwork.



## MBA Program Assessment

### BADM 590 Rubric for Strategic Planning Process.

Group \_\_\_\_\_

Date \_\_\_\_\_

Professor \_\_\_\_\_

Content Category	4 Exceeds Expectations	3 Meets Expectations	2 Marginally Meets Expectations	1 Does Not Meet Expectations	Comments -->
<b>Diagnosis of Current Situation and or Problem</b> Can clearly use appropriate descriptive evidence and research knowledge to diagnose the current organizational situation and/or problem					
Completeness of Research					
Quality of Research					
Group/Personal Biases Noted and Explained					
Assumptions and Uncertainties Noted					
Information Correct and Factual Unless Otherwise Noted as an Opinion of Importance for the Analysis					
Variety and Quality of Research Sources					
Bibliography Included					
<b>Knowledge and Application of Information for Problem Analysis and Solution Formulation.</b> Can choose appropriate information to solve practical problems; can provide illustrative examples and evaluate the outcome and usefulness of the information; can use information to support arguments and understand multiple viewpoints					
<b>Consideration and Evaluation of Meaningful Alternatives</b> Can articulate realistic alternatives available as solutions. Can evaluate advantages and disadvantages of each alternative.					
<b>Solutions, Conclusions, and Recommendations</b> Can make recommendations and/or reach conclusions which are supported by diagnosis, analysis, and evaluation and state what potential concerns or limitations are associated with the recommendations.					
<b>Oral Communication Skill</b> Content is well organized; visual aids and tone are interesting. Presentation style is sophisticated enough for graduate work. Tables, graphs and appendices are used and referenced appropriately.					

**Assessment Plan**  
**Due at the beginning of Fall 2012**

**Graduate Business Degree-level Learning Goals**  
(indicate all that apply)

- CRITICAL THINKING:** Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.
- TECHNICAL/QUANTITATIVE:** Students are able to apply appropriate technical and quantitative skills related to business.
- COMMUNICATIONS:** Students are competent in both written and oral communications.
- LEADERSHIP/INTERPERSONAL:** Students are able to provide leadership and facilitate positive interpersonal business relationships.
- ETHICAL/GLOBAL:** Students are able to incorporate ethical and global considerations into business activities.
- NOT APPLICABLE**

**Course-level Learning Outcome**

(as published in the syllabus)

Students are able to communicate the results of research projects in writing. This course level learning outcome relates directly to Graduate Business Degree-level Learning Goal # 3 above.

**Assessment Objective**

(student performance that demonstrates accomplishment of the goal)

Specifically, students were assigned an article review in which they had to determine whether the article met several criteria for good research and provide evidence or support of their decision. The criteria were defined in advance. They were able to choose their article; the article had to be peer-reviewed, recent (within 8 years) and suitable for review (data collected and analyzed).

Writing in terms of spelling, grammar, and mechanics were evaluated.

**Measurement Details**

(who/when/where/how as related to the assessment objective... include relevant instruments and rubrics at the end of this document)

The rubric is below. The assignment is found at the end of the document.

Writing	Very good (VG), good (G), needs some improvement (NSI), needs much improvement (NMI)
Spelling	
Grammar	
Writing mechanics	

## Expectation Standard

(acceptable measure of collective student performance as related to measurement details)

It is expected that at least 75% of students will score “Very Good” or “Good” on each criterion of the writing portion of the assignment.

### Initial Assessment Report

Due by the end of the first time the course is taught in AY 2012-13 (may be returned sooner)

#### Findings and analysis

(relate to expectation standards and specific problems noted)

Seventeen students submitted article reviews. The table below reports the criteria, measures, and the number of students scoring in each measurement category.

Writing	Very good (VG)	Good (G)	Needs some improvement (NSI),	Needs much improvement (NMI)
Spelling	12	4	1	
Grammar	7	6	3	1
Writing mechanics	7	7	2	1

For Spelling, 16 (94%) students received either “Very good” or “Good”. Thirteen (76%) students scored at least “Good” on the grammar portion of the rubric. With regard to writing mechanics, 14 (82%) students earned at least “Good”. Overall, 84% of students scored at least “Good” on the writing portion of the assignment.

#### Action and Corrective Measures Applied

(relate to problems noted above)

Consider using a more sensitive and complete rubric for writing. For spring quarter 2014, give the assignment again, but use the new rubric. Common rubrics are being developed for writing. Emphasize using *How 12* (required -- *How 13*) as reference for grammar and writing mechanics.

Also noted but not part of this assessment activity was that students appear not to be able to correctly use APA format. Consider giving an assignment where APA style is required and focus on evaluating correct use of APA style. Remind students of APA resources available on the course Canvas site.

### Follow-up Assessment Report

Due by the end of second time the course is taught in AY 2012-13 (may be returned sooner)  
if corrective action was noted above

**Findings and analysis**

(relate to expectation standards and corrective measures applied)

**Conclusions about Remediation Efforts**

(relate to findings and corrective measures applied)

**Reflections**

Is the assessed objective still appropriate for the program? Explain if not.

Did this assessment produce important meaningful data? What would you have changed in the strategy for assessing had you known what you do now? Are there general rules, procedures, or methods that can be applied across disciplines to avoid the problems you experienced during this assessment.

What can other faculty learn from your experiences? If you struggled find a solution to student learning problems, what would like to ask other faculty?

**PHASE III**

**COORDINATED MBA PROGRAM-LEVEL ASSESSMENT OF SKILLS**

**2013-18**

## **Exhibit XXIV**

### **MBA Student Learning Goals and Objectives -- 2013-18**

**MBA students will:**

**(Critical Thinking)** Be able to use relevant theories, concepts, perspectives, and facts to analyze business and economic issues and solve related problems.

1. MBA students will know the foundational knowledge of the business disciplines.
2. MBA students understand, and can explain, apply, evaluate, and synthesize various theories, models, concepts, perspectives, and facts from the business disciplines for purposes of analyzing cases, responding to exam questions, creating investigatory reports, engaging in self-reflection, analyzing work experiences, evaluating simulation results, creating plans, completing projects, and/or responding to designed exercises.
3. MBA students can find, reference, appropriately use, and evaluate information for solving problems and analyzing issues, while using their own informed judgment and creativity where possible.
4. MBA students can use analytical processes for solving problems described in conditions of uncertainty.
5. MBA students can use information from various disciplines and apply it to evaluate businesses described in integrative case studies, simulations, or designed exercises.

**(Quantitative/Technical)** Be able to apply appropriate technical and quantitative skills related to business.

1. MBA students know mathematical operations and demonstrate foundational knowledge of how to solve quantitative problems in various business disciplines.
2. Using a comprehensive case or designed exercises, MBA students are able to apply an analytic framework for solving quantitative problems and demonstrate reasoning through interpretation and evaluation of results.
3. MBA students understand data, how to evaluate its usefulness, and how to use it.
4. MBA students know how to use software, applications, calculators, and other tools to solve quantitative problems.

**(Communications)** Demonstrate competency in both written and oral business communication skills

1. MBA students are able to write professional papers and make appropriate choices about content, fluency, organization, structure, and conventions when writing.
2. MBA students are able to make professional oral presentations using appropriate content, graphics, elocution, style, and conventions.
3. MBA students use application software appropriately for communicating.

**(Leadership/Interpersonal)** Be able to provide leadership and facilitate positive interpersonal business relationships.

1. MBA students know foundational organizational behavior knowledge.
2. MBA students know and understand theories of leadership and organizational behavior and are able to apply them and evaluate their appropriateness for specific situations described in case studies, designed exercises, work experience reports, exam questions, and/or simulated activities.
3. MBA students practice leadership behaviors by facilitating group projects in the MBA program.
4. MBA students demonstrate leadership and interpersonal skill by completing high quality group projects.

**(Ethical/Global)** Be able to incorporate ethical and global considerations into business activities.

1. MBA students know foundational knowledge related to ethics, law, social responsibility, sustainability, and international business.
2. MBA students know ethical frameworks and models/theories of international strategy and culture.
3. Using case studies, designed exercises, work experiences, or investigatory reports, MBA students are able to use analytical processes to evaluate ethical behaviors and defend their choices for solving ethical dilemmas.
4. Using case studies, designed exercises, investigatory reports, and/or work experiences, MBA students are able to use analytical processes by applying models and theories to evaluate international differences/conditions/situations, and solve problems.

**Exhibit XXXV**

**Course Mapping for MBA AOL 2013-18**

2013-18										
Course Mapping for Assurance of Learning -- MBA Program										
	515	520	530	540	552	555	560	570	580	590
<b>1. Critical Thinking:</b> Students are able to use relevant theories, concepts, perspectives, and facts (TCPFs) to analyze business and economic issues and solve related problems.	x	x	x	x			x	x	x	x
<b>2. Technical and Quantitative Skills:</b> Students are able to apply appropriate technical and quantitative skills related to business	x	x	x	x			x	x		x
<b>3. Communication Skills:</b> Students are competent in both written and oral communications	x	x		x			x		x	x
Competent in Oral Communications										x
Competent in Written Communications		x		x						x
<b>4. Leadership and Interpersonal Skills:</b> Students are able to provide leadership and facilitate positive interpersonal business relationships	x					x				x
<b>5. Ethical and Global Consideration:</b> Students are able to incorporate ethical and global considerations into business activities	x		x		x				x	x
Able to incorporate Ethical considerations	x	x	x	x	x		x	x	x	x
Able to incorporate International/Global considerations	x			x		x	x		x	x

MBA Foundation and Discipline Knowledge Mapping																									
	ACCT 251	ACCT 252	ACCT 261	DSCI 245	DSCI 346	ECON 201	ECON 200	FNCG 335	MKTG 310	OPSM 330	MGMT 326	BADM 500	BADM 503	BADM 505	BADM 515	BADM 520	BADM 530	BADM 540	BADM 552	BADM 555	BADM 560	BADM 570	BADM 580	BADM 590	
Ethics			x							x					X	x	x	x	X		x	x	x	x	X
Finance	x							X	x								X			X	x				X
Operations										X											X				X
Org theory/behavior											X									X					x
Statistics				X	X		x		x							X									
Info tech/Data				x	x					x			X			X	x								x
Economics						X	X	x				X			X										x
Legal			x							x							x					x			x
Accounting	x	x						x	x				X			x						x			x
Marketing								X	x								X								x
Social Responsibility			x					x		X					x					x				x	X
Sustainability									x	x					x									x	X
Strategy																					X			X	X
International			x					x	x	x					x			x		x		X			X

**Exhibit XXVI**

**MBA Program Master Schedule Overview**

**2013-18**

<b>MBA Annual Assessment Overview</b>					
<b>2008-2018</b>					
	Refine	Knowledge	Indirect		
	Phase III	Phase IV	Phase V		
<b>Learning Goal</b>	<b>2013-2014</b>	<b>2014-2015</b>	<b>2015-2016</b>	<b>2016-2017</b>	<b>2017-2018</b>
Written		x		x	
Crit Thinking		x		x	
Tech/ Quant Skill		x		x	
Global		x		x	
Leadership	x		x		
Oral	x		x		
Ethical	x		x		
MFT	x	x	← Discontinue?*		
EWU Exam/Integ Case		x	x	x	x
Indirect			x		x

\*Discontinuance of MFT depends on many factors, including approval by University GAC. Delay decision until adequate study is made



### Exhibit XXXVIII

#### Faculty Data Collection Assignments

Faculty Scheduled to Collect Assessment Data for MBA Business Program										
Year	Quarter	Learning Objective/ Goal to Be Assessed	Class No. and Section	Estimated No. of Students in Class	Day(s) of Week Class Scheduled	Class Location (RPT, Ch, Bell)	Time Class is Scheduled	Instructor	Coordinator -- Place "X" When Results are Received	Date Rec'd
2014	W	Ethics	BADM 515-40	15	W	RPT	6-9:40	J. Bucciferro		
2014	W	Leadership	BADM 552-40	15	T	RPT	6-9:40	A. Soleimani		
2014	W	Oral Communication	BADM 590-40	20	T	RPT	6-9:40	P. Nemetz-Mills		

### Exhibit XXXIX

#### Committee Results Review Assignments

A	B	C	D	E	F	G
Committees Scheduled to Review Assessment Data for MBA Program						
Year	Quarter	Learning Objective/ Goal to Be Reviewed	Primary Committee Responsible for Review	Other Members Added to Create Task Force	Coordinator -- Place "X" When Completed "Closing of the Loop" Form is Received	Date Rec'd
2014	Sp	Ethics	MBA Curriculum Committee			
2014	Sp	Leadership	MBA Curriculum Committee			
2014	Sp	Oral Communication	MBA Curriculum Committee			

**Exhibit XL**  
**Program-Level Rubrics**

**MBA Program Assessment**

**Critical Thinking**

**Eastern Washington University  
College of Business and Public Administration**

**Critical Thinking Learning Goal:** MBA Students will be able to use relevant theories, concepts, perspectives, and facts to analyze business and economic issues and solve related problems

	<b>Always or Nearly Always (Exceeds)</b>	<b>Mostly or Most of the time (Meets)</b>	<b>Sometimes (Marginal)</b>	<b>Not Enough (Does Not Meet)</b>
<b>Diagnosis of Current Situation and or Problem</b>				
Can clearly use appropriate descriptive evidence and/or research to diagnose the current situation and/or problem				
Research and/or understanding of information is complete				
Information used as evidence is of high quality				
Group/Personal biases are noted and explained and/or biases in the information found are noted				
Unstated assumptions and uncertainties in the assignment prompt are noted				
Information is correct and factual unless otherwise noted as an opinion of importance for the analysis				
A variety of quality research sources is referenced if that is the nature of the assignment				
A bibliography is included in APA format				
<b>Knowledge and Application of Information for Problem Analysis and Solution Formulation.</b>				
Chooses appropriate information and/or theories, concepts, perspectives, formulae, tools, and facts to solve the problem or explain the situation				
Provides illustrative examples of how information, theories, concepts, perspectives, formulae, tools, and facts apply to the specific problem or situation				
Evaluates the usefulness of the information, theories, concepts, perspectives, formulae, tools, and facts used				
Can use evidence to support analysis				
Explains theories, concepts, perspectives, formulae, tools, and facts relevant to the analysis				
Understands alternative viewpoints or perspectives as part of the analysis				
<b>Consideration and Evaluation of Meaningful Alternatives</b>				
Articulates realistic alternatives available as solutions or evaluates characteristics associated with the situation under study				
Evaluates advantages and disadvantages of alternative solutions or evaluates alternative courses of action				
<b>Solutions, Conclusions, and Recommendations</b>				
Makes recommendations and/or reaches conclusions which are supported by diagnosis, analysis, and evaluation				
States what potential concerns or limitations are associated with the recommendations and conclusions.				

**MBA Program Assessment**

**Integrative Critical Thinking**

**Eastern Washington University  
College of Business and Public Administration**

**Integrative Critical Thinking Learning Objective:** MBA students will be able to use relevant theories, concepts, perspectives, and facts to analyze business and economic issues and solve related problems. MBA students can use information from various disciplines and apply it to evaluate businesses described in integrative case studies, simulations, or designed exercises.

<b>Diagnosis of Current Situation and or Problem</b>	<b>4 Exceeds Expectations</b>	<b>3 Meets Expectations</b>	<b>2 Marginally Meets Expectations</b>	<b>1 Does Not Meet Expectations</b>
Can clearly use appropriate evidence and functional knowledge to diagnose the current organizational situation and/or problem				
<b>Accounting</b>				
<b>Finance</b>				
<b>Marketing</b>				
<b>Operations</b>				
<b>Information</b>				
<b>Mgmt/Ldrshp</b>				
<b>Strategy</b>				
<b>Knowledge and Application of Functional and Integrative Theories, Perspectives, Concepts, and Facts (TPCFs);</b>				
Can clearly articulate, explain, apply, and evaluate all important TPCFs implied in the case material or raised in questions.				
Can choose appropriate TPCFs to solve practical problems.				
Can use TPCFs to support arguments				
<b>Consideration and Evaluation of Meaningful Alternatives</b>				
Articulates realistic alternatives available to the organization.				
Evaluates advantages and disadvantages of each alternative.				
<b>Solutions, Conclusions, and Recommendations</b>				
Makes recommendations and/or reaches conclusions which are supported by diagnosis, analysis, and evaluation				
States what potential concerns or limitations are associated with the recommendations.				

## MBA Assessment

### Ethics

#### College of Business and Public Administration Eastern Washington University

**Ethical Reasoning Learning Goal:** MBA students will be able to incorporate ethical considerations into business activities.

<b>Ethics Analysis Students will:</b>	<b>Does Not Meet Expectations (0)</b>	<b>Marginally Meets Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
Identify the Ethical Issue or Dilemma				
Understand Values of Stakeholders				
Consider Personal Values and How They May Conflict with Organizational Values				
Consider How Organizational Values May Conflict with Those of Society				
Distinguish between Ethics, Morality, and Law				
Apply a Decision-Making Process or Ethical Framework				
Define Alternatives and Potential Consequences				
Make a Decision				
Evaluate Results				
Discuss Institutional Changes to Encourage Ethical Behavior in Future				
<b>Overall Evaluation:</b>				

**MBA Assessment**

**Global Awareness**

**College of Business and Public Administration  
Eastern Washington University**

**Global Awareness Learning Goal:** MBA students will be able to incorporate global considerations into business activities.

<b>Identification and Explanation of Global Factors</b>	<b>Does Not Meet Expectations (0)</b>	<b>Marginally Meets Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
Student identifies relevant “macro” factors in the international environment affecting the business (political, economic, historical, infrastructural, financial, etc.)				
Student identifies relevant “micro” factors in the local environment affecting the business (local tastes, daily practices, cultural preferences, etc.)				
Student can explain or describe characteristics of each factor identified				
<b>Strategies, Practices, and Cultural Norms</b>				
Student uses strategic models to demonstrate understanding of different international strategies				
Student uses models of cultural differences to demonstrate understanding of different cultural norms				
Student demonstrates understanding of choices open to firms engaged in international business				
Student recognizes differences in beliefs and practices necessary for success in international markets and businesses				
<b>Analysis of International Environment and Strategic Choices</b>				
Student provides reasons for which choice or position best fits the international situation				
<b>Application of Analysis to Specific Management Situation</b>				
Student lists alternatives and evaluates possible results or consequences				
Student makes a recommendation or takes a position about business performance in the specific international situation				
<b>Overall Evaluation</b>				

**MBA Program Assessment**

**Leadership**

**Eastern Washington University  
College of Business and Public Administration**

**Leadership Learning Goal:** MBA Students will be able to provide leadership and facilitate positive interpersonal business relationships

	<b>Does Not Meet Expectations (0)</b>	<b>Marginally Meets Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
<b>Confidence</b>				
Looks comfortable and confident in exercising leadership duties				
Is not overly aggressive when leading others				
Is not apathetic or timid when leading others				
<b>Balance Between Task and Interpersonal Relations</b>				
Balances the need for task accomplishment with the needs of individuals in the group				
Assigns tasks by seeking volunteers and delegating as needed				
Shares information openly				
Involves group members in setting challenging goal				
Sets agenda for meetings and discussions				
Plans and schedules for accomplishment of goals				
<b>Listening</b>				
Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas				
Checks for agreement, acceptance, buy-in				
Recognizes conflicting viewpoints and seeks resolution				
<b>Neutrality</b>				
Shows respect to all group members				
Gives recognition and encouragement				
Engages all group members				
<b>Group Management</b>				
Stays on track by managing time				
Provides coaching or guidance				
Uses humor or sensitivity to resolve differences				
Intervenes when tasks are not moving toward goals				
Does not micromanage, but helps group structure steps to a solution when task has high degree of complexity or uncertainty in how to proceed				
<b>Overall Evaluation</b>				

MBA Assessment

Eastern Washington University  
College of Business and Public Administration

Oral Communication

**Communications Learning Goal:** MBA students will demonstrate competency in oral communications.

<b>Organization</b>	<b>Does Not Meet Expectations (0)</b>	<b>Marginally Meets Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (4)</b>
Introduces self/presenters				
Provides introductory thesis or summarizes sequence of presentation to be given				
Presents information in logical sequence				
Presents a closing statement or summarizes with conclusion reached from presentation sequence				
Ideas are connected to sources as appropriate and/or a bibliography is inserted on ending slide				
<b>Subject Knowledge</b>				
Appropriate sources are used for constructing arguments				
Presents with ease the expected answers to all questions				
Demonstrates facility with topical and disciplinary knowledge				
Provides comprehensive analysis by avoiding biases or excessive attention to a single issue				
<b>Graphics</b>				
Graphics relate to text and presentation				
Right amount of text is displayed on slide (neither too much or too little)				
Graphics provide some visual interest				
Font size and spacing between text makes viewing easy				
Main points are bulleted (rather than in paragraphs) for quick viewing				
<b>Elocution and Style</b>				
Voice is clear, easy to understand				
May avoid reading directly from slide, but also does not fill a slide with lots of text while saying something completely different				
Maintains eye contact with a variety of audience members				
Dresses professionally				
Projects voice and speaks loudly enough				
Avoids “ahs” and long delays between statements				
Is not monotone; evokes enthusiasm when speaking				
Pronounces words correctly				

Does not read entire presentation from notes				
<b>Mechanics</b>				
Uses correct grammar (no more than two errors)				
Spelling is correct (no more than two misspellings)				
Uses bulleted points or slide structure correctly				
Correctly documents bibliographic information using appropriate format				
<b>Overall Evaluation</b>				

**Instructions:** After observing the exercise to be evaluated, place an X in the appropriate space for relevant criteria. If a criterion does not apply, leave the row blank.

MBA Assessment

Eastern Washington University  
College of Business and Public Administration

Quantitative/Technical Reasoning

**Quantitative/Technical Goal:** MBA students will be able to apply appropriate technical and quantitative skills related to business.

	<b>Does Not Meet Expectations (0)</b>	<b>Marginally Meets Expectations (1)</b>	<b>Meets Expectations (2)</b>	<b>Exceeds Expectations (3)</b>
<b>Identification of the appropriate quantitative technique(s)</b>				
Can clearly choose the appropriate quantitative technique(s) used for the assignment				
Can clearly explain the appropriate quantitative techniques used for the assignment.				
Fully understands the data requirements of each technique.				
Fully understands the underlying assumptions of each technique				
<b>Performs (computes) the appropriate analyses with the use of appropriate tools.</b>				
Produces results that are accurate				
Produces results that are relevant				
Can produce results that are appropriate to an understanding of the indicated problem(s).				
<b>Interpretation of the results.</b>				
Interprets the results in the context of the assignment				
Explains the results in the context of the assignment.				
<b>Draw conclusions or makes recommendations.</b>				
Clearly communicates conclusions which are supported by the results.				
Explains the analytical basis for making recommendations regarding alternatives.				
<b>Limitations.</b>				
Understands the limitations involved in the analysis, results, and recommendations.				
Articulates the limitations involved in the analysis, results, and recommendations.				
<b>Overall Evaluation</b>				

MBA Assessment

Eastern Washington University  
College of Business and Public Administration

Written Communication

**Written Communications Goal:** MBA Students will demonstrate competency in written communications.

Content Category	Expectations				Comments
	Does Not Meet	Marginally Meets	Meets	Exceeds	
	(0)	(1)	(2)	(3)	
<b>Content and Organization</b>					
Demonstrates knowledge of the topic					
Provides accurate and concise detail					
Logically develops topic					
Provides supporting evidence					
Develops clear and focused paragraphs					
<b>Fluency</b>					
Sentences enhance meaning					
Sentences vary in length and structure					
Paragraphs have thoughtful transitions					
Paragraphs are structured to reinforce sound organization					
Paragraphs include complete thoughts					
<b>Word Choice</b>					
Demonstrates awareness of audience					
Displays professional tone					
Words are interesting and natural, not trite					
Word choices allow for precise and brief narrative					
<b>Conventions</b> Correct spelling, accurate punctuation, grammar and usage, parallel sentence construction, avoidance of passive voice.					
Accurate punctuation					
Uses correct English grammar					
Free of spelling errors					
Avoids Plagiarism					
Utilizes appropriate referencing					
Avoids unnecessary use of passive voice					
Uses parallel sentence construction					

## Exhibit XLI

### Instructions for Completing Data Collection

#### Procedure for Data Collection:

1. In your syllabus, list the program learning objectives and state which objective you will be assessing. This statement may be copied and pasted into your syllabus to convey the message to students: [MBA Assessment Syllabi Statement](#)  
2. Download the rubric. Please copy and hand out, or post online, the rubric to share with students.
3. Make enough copies of the rubric for assessing each individual student. Alternatively, create the same rubric in Canvas for automated recording of data. Rate student work on each criterion for each student using the rating scheme below:

**Exceeds expectations** -- student demonstrates considerably more knowledge, skills, and abilities than what students in Masters-level business programs are expected to know or do.

**Meets expectations** -- student demonstrates sufficient knowledge, skills, and abilities expected of students in Masters-level business programs

**Marginally Meets expectations** -- student demonstrates some knowledge, skills, and abilities expected of students in Masters-level business programs but also has shortcomings that indicate improvements are needed

**Does not meet expectations** -- student does not demonstrate sufficient knowledge, skills, and abilities, or misses some element, of what is expected of students in Masters-level business programs.

4. When your assessment is finished, download the associated Scoring Sheet Summary. Tally the number of students scoring in each rating box for each criterion. Complete the Scoring Sheet Summary and submit it through the [submission link](#).

## **Exhibit XLI**

### **Instructions for Completing Data Collection (Con't)**

#### **Syllabus Statement**

Eastern Washington University's (EWU's) College of Business and Public Administration is proudly accredited by the Association to Advance Collegiate Schools of Business and the Northwest Commission on Colleges and Universities. Accordingly, faculty members teaching in business programs comply with high standards for assurance of learning by regularly assessing student performance. The learning objectives for EWU's MBA program are listed below. This class has been selected for assessment of the \_\_\_\_\_ learning objective. The faculty member teaching this class is encouraged to convey the expectations for your learning by sharing with you the criteria for successful performance on the assessment.

#### **MBA Student Learning Objectives 2012-17**

**(Critical Thinking)** Be able to use relevant theories, concepts, perspectives, and facts to analyze business and economic issues and solve related problems;

**(Quantitative/Technical)** Be able to apply appropriate technical and quantitative skills related to business;

**(Communications)** Demonstrate competency in both written and oral business communication skills;

**(Leadership/Interpersonal)** Be able to provide leadership and facilitate positive interpersonal business relationships;

**(Ethical/Global)** Be able to incorporate ethical and global considerations into business activities.

**Exhibit XLII**

**MBA Scoring Sheet Summary Forms**

## MBA Scoring Sheet Summary

### Critical Thinking

Critical Thinking Scoring Summary Sheet Undergraduate Assessment Critical Thinking Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
	No. Of Students That Do Not Meet Expectations	No. of Students That Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Diagnosis of Current Situation and/Or Problem</b>				
Can clearly use appropriate descriptive evidence and/or research to diagnose the current situation and/or problem				
Research and/or understanding of information is complete				
Information used as evidence is of high quality				
Group/Personal biases are noted and explained and/or biases in the information found are noted				
Unstated assumptions and uncertainties in the assignment prompt are noted				
Information is correct and factual unless otherwise noted as an opinion of importance for the analysis				
A variety of quality research sources is referenced if that is the nature of the assignment				
A bibliography is included in APA format				
<b>Knowledge and Application of Information for Problem Analysis and Solution Formulation.</b>				
Chooses appropriate information and/or theories, concepts, perspectives, formulae, tools, and facts to solve the problem or explain the situation				
Provides illustrative examples of how information, theories, concepts, perspectives, formulae, tools, and facts apply to the specific problem or situation				
Evaluates the usefulness of the information, theories, concepts, perspectives, formulae, tools, and facts used				
Can use evidence to support analysis				
Explains theories, concepts, perspectives, formulae, tools, and facts relevant to the analysis				
Understands alternative viewpoints or perspectives as part of the analysis				
<b>Consideration and Evaluation of Meaningful Alternatives</b>				
Articulates realistic alternatives available as solutions or evaluates characteristics associated with the situation under study				
Evaluates advantages and disadvantages of alternative solutions or evaluates alternative courses of action				
<b>Solutions, Conclusions, and Recommendations</b>				
Makes recommendations and/or reaches conclusions which are supported by diagnosis, analysis, and evaluation				
States what potential concerns or limitations are associated with the recommendations and conclusions.				
<b>Overall Evaluation</b>				

## MBA Scoring Sheet Summary

### Integrative Critical Thinking

Integrative Critical Thinking Scoring Summary Sheet				
Undergraduate Assessment				
Integrative Critical Thinking Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
	No. Of Students That Do Not Meet Expectations	No. of Students That Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Diagnosis of Current Situation and/Or Problem</b>				
Can clearly use appropriate evidence and functional knowledge to diagnose the current organizational situation and/or problem				
<b>Accounting</b>				
<b>Finance</b>				
<b>Marketing</b>				
<b>Operations</b>				
<b>Information</b>				
<b>Mgmt/Ldrshp</b>				
<b>Strategy</b>				
<b>Knowledge and Application of Functional and Integrative Theories, Perspectives, Concepts, and</b>				
Can clearly articulate, explain, apply, and evaluate all important TPCFs implied in the case material or raised in questions.				
Can choose appropriate TPCFs to solve practical problems.				
Can use TPCFs to support arguments				
<b>Consideration and Evaluation of Meaningful Alternatives</b>				
Articulates realistic alternatives available to the organization.				
Evaluates advantages and disadvantages of each alternative.				
<b>Solutions, Conclusions, and Recommendations</b>				
Makes recommendations and/or reaches conclusions which are supported by diagnosis, analysis, and evaluation				
States what potential concerns or limitations are associated with the recommendations.				
<b>Overall Evaluation</b>				

## MBA Scoring Sheet Summary

### Ethics

Ethics Scoring Summary Sheet Undergraduate Assessment Ethics Learning Objective				
	Year:			
	Quarter :			
	Class No. and Section:			
	No. Of Students That Do Not Meet Expectations	No. of Students That Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Ethics</b>				
Identify the Ethical Issue or Dilemma				
Understand Values of Stakeholders				
Consider Personal Values and How They May Conflict with Organizational Values				
Consider How Organizational Values May Conflict with Those of Society				
Distinguish between Ethics, Morality, and Law				
Apply a Decision-Making Process or Ethical Framework				
Define Alternatives and Potential Consequences				
Make a Decision				
Evaluate Results				
Discuss Institutional Changes to Encourage Ethical Behavior in Future				
<b>Overall Evaluation:</b>				

## MBA Scoring Sheet Summary

### Global Awareness

Global Awareness Learning Objective				
	Year:			
	Quarter:			
	Class No. and Section:			
	Students That Do Not Meet Expectatio	Students That Marginally Meet	Students That Meet Expectati ons	Students That Exceed Expectati
<b>Identification and Explanation of Global Factors</b>				
Student identifies relevant “macro” factors in the international environment affecting the business (political, economic, historical, infrastructural, financial, etc.)				
Student identifies relevant “micro” factors in the local environment affecting the business (local tastes, daily practices, cultural preferences, etc.)				
Student can explain or describe characteristics of each factor identified				
<b>Strategies, Practices, and Cultural Norms</b>				
Student uses strategic models to demonstrate understanding of different international strategies				
Student uses models of cultural differences to demonstrate understanding of different cultural norms				
Student demonstrates understanding of choices open to firms engaged in international business				
Student recognizes differences in beliefs and practices necessary for success in international markets and				
<b>Analysis of International Environment and Strategic Choices</b>				
Student provides reasons for which choice or position best fits the international situation				
<b>Application of Analysis to Specific Management</b>				
Student lists alternatives and evaluates possible results or consequences				
Student makes a makes a recommendation or takes a position about business performance in the specific international situation				
<b>Overall Evaluation</b>				

## MBA Scoring Sheet Summary

### Leadership

Leadership Scoring Summary Sheet MBA Assessment Leadership Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
	No. Of Students That Do Not Meet Expectations	No. of Students that Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Confidence</b>				
Looks comfortable and confident in exercising leadership duties				
Is not overly aggressive when leading others				
Is not apathetic or timid when leading others				
<b>Balance Between Task and Interpersonal Relations</b>				
Balances the need for task accomplishment with the needs of individuals in the group				
Assigns tasks by seeking volunteers and delegating as needed				
Shares information openly				
Involves group members in setting challenging goal				
Sets agenda for meetings and discussions				
Plans and schedules for accomplishment of goals				
<b>Listening</b>				
Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas				
Checks for agreement, acceptance, buy-in				
Recognizes conflicting viewpoints and seeks resolution				
<b>Neutrality</b>				
Shows respect to all group members				
Gives recognition and encouragement				
Engages all group members				
<b>Group Management</b>				
Stays on track by managing time				
Provides coaching or guidance				
Uses humor or sensitivity to resolve differences				
Intervenes when tasks are not moving toward goals				
Does not micromanage, but helps group structure steps to a solution when task has high degree of complexity or uncertainty in how to proceed				
<b>Overall Evaluation</b>				

# MBA Scoring Sheet Summary

## Oral Communications

Oral Communications Scoring Summary Sheet				
MBA Assessment				
Oral Communications Learning Objective				
	Year:			
	Quarter :			
	Class No. and Section:			
	No. Of Students That Do Not Meet Expectations	No. of Students that Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Organization</b>				
Introduces self/presenters				
Provides introductory thesis or summarizes sequence of presentation to be given				
Presents information in logical sequence				
Presents a closing statement or summarizes with conclusion reached from presentation sequence				
Ideas are connected to sources as appropriate and/or a bibliography is inserted on ending slide				
<b>Subject Knowledge</b>				
Appropriate sources are used for constructing arguments				
Presents with ease the expected answers to all questions				
Demonstrates facility with topical and disciplinary knowledge				
Provides comprehensive analysis by avoiding biases or excessive attention to a single issue				
<b>Graphics</b>				
Graphics relate to text and presentation				
Right amount of text is displayed on slide (neither too much or too little)				
Graphics provide some visual interest				
Font size and spacing between text makes viewing easy				
Main points are bulleted (rather than in paragraphs) for quick viewing				
<b>Elocution and Style</b>				
Voice is clear, easy to understand				
May avoid reading directly from slide, but also does not fill a slide with lots of text while saying something completely different				
Maintains eye contact with a variety of audience members				
Dresses professionally				
Projects voice and speaks loudly enough				
Avoids "ahs" and long delays between statements				
Is not monotone; evokes enthusiasm when speaking				
Pronounces words correctly				
Does not read entire presentation from notes				
<b>Mechanics</b>				
Uses correct grammar (no more than two errors)				
Spelling is correct (no more than two misspellings)				
Uses bulleted points or slide structure correctly				
Correctly documents bibliographic information using appropriate format				
<b>Overall Evaluation</b>				

# MBA Scoring Sheet Summary

## Quantitative Reasoning

Quantitative Reasoning Scoring Summary Sheet				
Undergraduate Assessment				
Quantitative Reasoning Learning Objective				
	Year:			
	Quarter:			
	Class No. and Section:			
	No. of Students That Do Not Meet Expectations	No. of Students That Marginally Meet Expectations	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Identification of the appropriate quantitative technique(s)</b>				
Can clearly choose the appropriate quantitative technique(s) used for the assignment				
Can clearly explain the appropriate quantitative techniques used for the assignment.				
Fully understands the data requirements of each technique.				
Fully understands the underlying assumptions of each technique				
Performs (computes) the appropriate analyses with the use of appropriate tools.				
Produces results that are accurate				
Produces results that are relevant				
Can produce results that are appropriate to an understanding of the indicated problem(s).				
<b>Interpretation of the results.</b>				
Interprets the results in the context of the assignment				
Explains the results in the context of the assignment.				
<b>Draw conclusions or makes recommendations.</b>				
Clearly communicates conclusions which are supported by the results.				
Explains the analytical basis for making recommendations regarding the results.				
<b>Limitations.</b>				
Understands the limitations involved in the analysis, results, and recommendations.				
Articulates the limitations involved in the analysis, results, and recommendations.				
<b>Overall Evaluation</b>				

## MBA Scoring Sheet Summary

### Written Communications

Written Communications Scoring Summary Sheet				
Undergraduate Assessment				
Written Communications Learning Objective				
Year:				
Quarter :				
Class No. and Section:				
	No. Of Students That Do Not Meet Expectations	No. of Students That Marginally Meet Expect.	No. of Students That Meet Expectations	No. of Students That Exceed Expectations
<b>Content and Organization</b>				
Demonstrates knowledge of the topic				
Provides accurate and concise detail				
Logically develops topic				
Provides supporting evidence				
Develops clear and focused paragraphs				
<b>Fluency</b>				
Sentences enhance meaning				
Sentences vary in length and structure				
Paragraphs have thoughtful transitions				
Paragraphs are structured to reinforce sound organization				
Paragraphs include complete thoughts				
<b>Word Choice</b>				
Demonstrates awareness of audience				
Displays professional tone				
Words are interesting and natural, not trite				
Word choices allow for precise and brief narrative				
<b>Conventions</b>				
Accurate punctuation				
Uses correct English grammar				
Free of spelling errors				
Avoids Plagiarism				
Utilizes appropriate referencing				
Avoids unnecessary use of passive voice				
Uses parallel sentence construction				
<b>Overall Evaluation</b>				

**Exhibit XLIII**

**MBA Aggregate Report Forms**

# MBA Aggregate Reports

## Critical Thinking

Aggregate Summary Sheet															
Overall Data for MBA Critical Thinking Goal															
Continuous Improvement															
2013-14 Compared to 2015-16															
Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Meet + Marginally Meet Expectations		% Meet + Exceed Expectations		
			13-14	15-16	13-14	15-16	13-14	15-16	13-14	15-16	13-14	15-16	13-14	15-16	
<b>Problem</b>	Diagnosis	Can clearly use appropriate descriptive evidence and/or research to diagnose the current situation and/or problem													
	Complete	Research and/or understanding of information is complete													
	Quality Info	Information used as evidence is of high quality													
	Biases	Group/Personal biases are noted and explained and/or biases in the information found are noted													
	Uncertainty	Unstated assumptions and uncertainties in the assignment prompt are noted													
	Factual	Information is correct and factual unless otherwise noted as an opinion of importance for the analysis													
	Research Variety	A variety of quality research sources is referenced if that is the nature of the assignment													
	Biblio	A bibliography is included in format required by instructor													
<b>Applies Theory</b>	Chooses TCPFs	Chooses appropriate information and/or theories, concepts, perspectives, formulae, tools, and facts to solve the problem or explain the situation													
	Examples	Provides illustrative examples of how information, theories, concepts, perspectives, formulae, tools, and facts apply to the specific problem or situation													
	Evaluates Info	Evaluates the usefulness of the information, theories, concepts, perspectives, formulae, tools, and facts used													
	Evidence	Can use evidence to support analysis													
	Explains TCPFs	Explains theories, concepts, perspectives, formulae, tools, and facts relevant to the analysis													
	Perspectives	Understands alternative viewpoints or perspectives as part of the analysis													
<b>Concludes</b>	Alternatives	Articulates realistic alternatives available to the organization.													
	Evaluates Info	Evaluates advantages and disadvantages of each alternative.													
	Rec/Conc	Makes recommendations and/or reaches conclusions which are supported by diagnosis, analysis, and evaluation													
	Limits	States what potential concerns or limitations are associated with the recommendations.													
<b>Overall Evaluation</b>															

## MBA Aggregate Reports

### Ethics

**Aggregate Summary Sheet**  
**Overall Data for Ethics Learning Objective**  
**Single Cycle Comparison**  
**2013-14**

		Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Do Not Meet + Marginal		% Meet + Exceed Expectations	
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time
<b>Exploration of Problem and Perspectives</b>	Problem ID	Identify the Ethical Issue or Dilemma												
	Stkholders	Understand Values of Stakeholders												
	Mission/Values	Consider Personal Values and How They May Conflict with Organizational Values												
<b>Conflicts and Differences</b>	Ind/Soc	Consider How Organizational Values May Conflict with Those of Society												
	Leg/Eth	Distinguish between Ethics, Morality, and Law												
	Process	Apply a Decision-Making Process or Ethical Framework												
	Alternatives	Define Alternatives and Potential Consequences												
<b>Ethical Decision-Making</b>	Decision	Make a Decision												
	Evaluation	Evaluate Results												
	Instit. Change	Discuss Institutional Changes to Encourage Ethical Behavior in Future												
<b>Overall Evaluation</b>														

## MBA Aggregate Reports

### Global Awareness

Aggregate Summary Sheet														
Overall Data for Global Awareness Goal														
Single Cycle Comparison														
2014-15														
Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% That Do Not Meet or Marginally Meet Expectations		% Meet + Exceed Expectations	
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time			1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time
Global Factors	Macro Factors	Student identifies relevant "macro" factors in the international environment affecting the business (political, economic, historical, infrastructural, financial, etc.)												
	Micro Factors	Student identifies relevant "micro" factors in the local environment affecting the business (local tastes, daily practices, cultural preferences, etc.)												
	Characteristics	Student can explain or describe characteristics of each factor identified												
Strategies, Practices, and Cultural Norms	Strategic Models	Student uses strategic models to demonstrate understanding of different international strategies												
	Cultural Models	Student uses models of cultural differences to demonstrate understanding of different cultural norms												
	Understands Choices	Student demonstrates understanding of choices open to firms engaged in international business												
	Diff in Beliefs and Practices	Student recognizes differences in beliefs and practices necessary for success in international markets and businesses												
Analysis of Env and Strat Choices	Reasons for Choice	Student provides reasons for which choice or position best fits the international situation												
Overall Evaluation														

# MBA Aggregate Report Form

## Leadership

Aggregate Summary Sheet																
Overall Data for MBA Leadership Goal																
Continuous Improvement																
2013-14 Compared to 2015-16																
Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Meet + Marginally Meet Expectations		% Meet + Exceed Expectations			
			'13-'14	'15-'16	'13-'14	'15-'16	'13-'14	'15-'16	'13-'14	'15-'16	'13-'14	'15-'16	'13-'14	'15-'16		
Confidence	Comfort	Looks comfortable and confident in exercising leadership duties														
	Agression	Is not overly aggressive when leading others														
	Timidity	Is not apathetic or timid when leading others														
Balance Between Task and Interpersonal Relations	Balance	Balances the need for task accomplishment with the needs of individuals in the group														
	Delegation	Assigns tasks by seeking volunteers and delegating as needed														
	Info sharing	Shares information openly														
	Challenge	Involves group members in setting challenging goal														
	Agenda	Sets agenda for meetings and discussions														
Listening	Plans	Plans and schedules for accomplishment of goals														
	Paraphrase	Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas														
	Buy-In	Checks for agreement, acceptance, buy-in														
Neutrality	Conflict Res	Recognizes conflicting viewpoints and seeks resolution														
	Respect	Shows respect to all group members														
	Recognition	Gives recognition and encouragement														
Group Management	Engages All	Engages all group members														
	On Track	Stays on track by managing time														
	Coaching	Provides coaching or guidance														
	Sensitivity	Uses humor or sensitivity to resolve differences														
	Intervention	Intervenes when tasks are not moving toward goals														
Overall Evaluation	Manages Complexity	Does not micromanage, but helps group structure steps to a solution when task has high degree of complexity or uncertainty in how to proceed														

# MBA Aggregate Report Form

## Oral Communications

Aggregate Summary Sheet														
Overall Data for MBA Oral Communication Goal														
Single Cycle														
2013-14														
Category	Criteria	Measure	% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Meet + Marginally Meet Expectations		% Meet + Exceed Expectations	
			1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time	1st Time	2nd Time
Organization	Introduces	Introduces self/presenters												
	Introduction	Provides introductory thesis or summarizes sequence of presentation to be given												
	Sequence	Presents information in logical sequence												
	Closing	Presents a closing statement or summarizes with conclusion reached from presentation sequence												
	Citations	Ideas are connected to sources as appropriate and/or a bibliography is inserted on ending slide												
Subject Knowledge	Sourcing	Appropriate sources are used for constructing arguments												
	Answers	Presents with ease the expected answers to all questions												
	Knowledge	Demonstrates facility with topical and disciplinary knowledge												
	Balance	Provides comprehensive analysis by avoiding biases or excessive attention to a single issue												
Graphics	Graphics Rel	Graphics relate to text and presentation												
	Amt Text	Right amount of text is displayed on slide (neither too much or too little)												
	Graph Int	Graphics provide some visual interest												
	Spacing	Font size and spacing between text makes viewing easy												
	Bullets	Main points are bulleted (rather than in paragraphs) for quick viewing												
Elocution and Style	Voice	Voice is clear, easy to understand												
	Follows Slide	May avoid reading directly from slide, but also does not fill a slide with lots of text while saying something completely different												
	Eye Contact	Maintains eye contact with a variety of audience members												
	Dress	Dresses professionally												
	Projection	Projects voice and speaks loudly enough												
	Fillers	Avoids "ahs" and long delays between statements												
	Enthusiasm	Is not monotone; evokes enthusiasm when speaking												
	Pronunciation	Pronounces words correctly												
Mechanics	Notes	Does not read entire presentation from notes												
	Grammar	Uses correct grammar (no more than two errors)												
	Spelling	Spelling is correct (no more than two misspellings)												
	Structure	Uses bulleted points or slide structure correctly												
Overall Evaluation	Bibliography	Correctly documents bibliographic information using appropriate format												

## MBA Aggregate Report Form

### Quantitative Reasoning

Aggregate Summary Sheet																		
Overall Data for Quantitative I Learning Objective																		
Continuous Improvement Two-Cycle Comparison																		
2014-15 Compared to 2016-17																		
Category	Criteria	Measure	% That Do Not Meet Expectations			% That Marginally Meet Expectations			% That Meet Expectations			% That Exceed Expectations			% Meet + Marginally Meet Expectations		% Meet + Exceed Expectations	
			'14-'15	'16-17		'14-'15	'16-17		'14-'15	'16-17		'14-'15	'16-17		'14-'15	'16-17		'14-'15
Identification of Technique	Choice	Can clearly choose the appropriate quantitative technique(s) used for the assignment																
	Explain Tech	Can clearly explain the appropriate quantitative techniques used for the assignment.																
	Data	Fully understands the data requirements of each technique.																
	Assumptions	Fully understands the underlying assumptions of each technique																
Analysis	Accuracy	Produces results that are accurate																
	Relevancy	Produces results that are relevant																
	Appropriateness	Can produce results that are appropriate to an understanding of the indicated problem(s).																
Interpretation	Interprets	Interprets the results in the context of the assignment																
	Explains	Explains the results in the context of the assignment.																
Conclusion	Conclusion	Clearly communicates conclusions which are supported by the results.																
	Analytic Basis	Explains the analytical basis for making recommendations regarding alternatives.																
Limitations	Understands	Understands the limitations involved in the analysis, results, and recommendations.																
	Articulates	Articulates the limitations involved in the analysis, results, and recommendations.																
Overall Evaluation																		

## MBA Aggregate Report Form

### Written Communications

**Aggregate Summary Sheet**  
**Overall Data for Written Communications Learning Objective**  
**Single Cycle Comparison**  
**2013-14**

Category	Criteria		% That Do Not Meet Expectations		% That Marginally Meet Expectations		% That Meet Expectations		% That Exceed Expectations		% Do Not Meet + Marginal		% Meet + Exceed Expectations	
			1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time	1 <sup>st</sup> Time	2 <sup>nd</sup> Time
Content	Knowledge	Demonstrates knowledge of the topic												
	Detail	Provides accurate and concise detail												
	Logic	Logically develops topic												
	Evidence	Provides supporting evidence												
Fluency	Meaning	Sentences enhance meaning												
	Sentence	Sentences vary in length and structure												
	Transitions	Paragraphs have thoughtful transitions												
	Paragraph	Paragraphs are structured to reinforce sound organization												
Word Choice	Audience	Demonstrates awareness of audience												
	Professional Tone	Displays professional tone												
	Interesting Words	Words are interesting and natural, not trite												
	Brevity	Word choices allow for precise and brief narrative												
Conventions	Punctuation	Accurate punctuation												
	Grammar	Uses correct English grammar												
	Spelling	Free of spelling errors												
	Plagiarism	Avoids Plagiarism												
	Referencing	Utilizes appropriate referencing												
	Not Passive	Avoids unnecessary use of passive voice												
Overall Evaluation		Uses parallel sentence construction												

**Exhibit XLIV**

**MBA Individual Instructor Improvements  
Summary of Improvements and Actions Taken  
2012-2013**

<b>Year</b>	<b>Learning Objective</b>	<b>Course No.</b>	<b>Observation/Improvement/Action Advised or Taken</b>	<b>Instructor</b>
2012-13	Critical Thinking	BADM 570	Gave rubrics for assessing case studies and the course paper in advance.  Emphasized that the students need to apply relevant theories, models, frameworks, and concepts to analyze case studies in every class session.  Emphasize that the students need to apply relevant theories, models, frameworks, and concepts to analyze a real organization (course paper).	Zhou
	Critical Thinking	BADM 590	Added an exercise analyzing several financial statements. This was done prior to assigning an integrative case in which the finances of a company are less than stellar. By analyzing a company's finances, students become aware that the company may need a new strategy. Several students commented that this exercise was one of the most helpful in the program and wished they had it as a prerequisite to another class, so I will continue to use it and probably enhance it.	Nemetz-Mills
	Quant/Tech Skill	BADM 560	Changed the textbook to one that is more suitable for MBA students.  Included a selection of recent research papers in managerial accounting literature.	Wang
	Quant/Tech Skill	BADM 503	In Pre-MBA Stats, had the class, as a group, develop a dataset for analysis as their final project so that they would get better hands-on experience with data location and cleansing.	Tipton

	Quant/Tech Skill	BADM 520	<p>Developed, posted to Canvas and used grading rubrics for statistical case analysis, article review, business research proposal, presentations, and data analysis project. Observations from previous classes indicated that students were not sure what was expected and how it was evaluated.</p> <p>Additional use of statistical cases. I use one statistical case (with data) and as a group we go through the various stages of analyzing and discussing the case. This serves several purposes. It helps students work on identifying the case (research) questions, provides an opportunity to review basic statistical analyses, scales of measurement, sampling techniques, and writing results. This case is used as practice for their final data analysis case project.</p> <p>Use of mini-cases on interpreting basic statistics, understanding research methods and practical problems in research methods. Additional practice for students to help with their understanding of how statistics are reported, the appropriate formatting of tables and figures, and the different types of business research.</p>	Birch
	Other (Oral Communications)	BADM 590	Required students to present their last strategic planning process in a video format, recording it either as a narrated Powerpoint or as a more creative endeavor. The purpose of using time-limited video media was for students to polish their presentation skill or to use a creative presentation style to enhance audience interest. This exercise will be retained, as it allowed students to learn film editing and/or to perfect speaking skill and projection when speaking.	Nemetz-Mills
	Other (Written Communications)	BADM 520	Use of peer review with a rubric for article reviews. Students in the past have been unclear about the expectations and requirements for their journal article review. The peer review and accompanying rubric is an attempt to help clarify the requirements. In addition, I believe that if students will be reading peer papers, they may be more likely to put themselves in the position of the reader resulting in better final papers.	Birch

**Exhibit XLV**

**MBA Assessment “Closing of the Loop”  
Summary of Improvements and Actions Taken  
2008-2013**

<b>Year</b>	<b>Learning Objective Assessed</b>	<b>Met Std 1<sup>st</sup> Time?</b>	<b>Observation/Improvement/Action Advised or Taken</b>	<b>Champion(s)</b>	<b>Effective? (2<sup>nd</sup> Data Set Shows Improvement)</b>
2008-09	Leadership	Yes	Course transparency noted with use of portfolios  Revise measure to be more detailed  Curriculum Change – Added BADM 603 Oral Exam to increase rigor of assessment	-  Faculty (incl those teaching Leadership  MBA Committee/Dean/Graduate Faculty	N/A  N/A  N/A
2009-10	Analysis of Business Environment	No	Pedagogical Improvement – Theories and concepts more tightly integrated with cases in BADM 590; doctor/patient metaphor used to explain approach to case analysis; added more financial statement analysis during introductory phase of BADM 590	BADM 590 Faculty	Yes
2010-11	Quantitative/ Technical Skills	No	Pedagogical Improvement -- remedies included providing an analytical guideline, detailed schedule, evaluation form, and the requirement to sign an honesty statement.  Course Content Improvement – BADM 503 was revised to focus specifically on applied data analysis skills, especially skills for <i>chi</i> -square and regression modeling  Course Content Improvement -- BADM 520 (Research Methods) was also revised to provide	BADM 503 and 520 Faculty  BADM 503 Faculty  BADM 520 Faculty	Yes

			students with exercises or activities to review and practice basic statistics. Assignments included comprehensive case analyses or projects		
2011-12	Value Creation/Financial	No	Pedagogical Improvement – BADM 530 was altered to include more case work and to make more work individualized instead of group-oriented	BADM 530 Faculty	Yes
2008-12	Written	No	<p>Students are now required to use and cite appropriate references, refer to and use tables and figures appropriately in BADM 520</p> <p>A variety of resources, including BUED 302 and Write Experience practice, were suggested for students who failed to meet the standard using Write Experience. Students re-took the Write Experience exam until they met the standard. (Write Experience was eliminated after their revised software program showed grading flaws)</p> <p>International students writing the formal paper for BADM 603 were encouraged to find writing assistance in the skills center and/or professional editing assistance if they failed the first review based on their writing</p>	<p>BADM 520 Faculty</p> <p>MBA Director</p> <p>Students</p>	Yes
2008-12	Oral	No	<p>Oral presentations were assessed for style and content in BADM 590.</p> <p>General guidelines for oral presentations were used in BADM 590 and BADM 552.</p> <p>Filmed presentations were required in BADM 590 so students could perfect their vocal and visual presentation.</p>	BADM 552 and 590 Faculty	Yes
2012-13	Critical Thinking	N/A	A new method of assessing critical thinking is	Assessment Coordinator	Pending

			planned. A new rubric is under development		
2013-14	Critical Thinking	Yes	MBA Director will work with instructor to pre-test and post-test students on standardized critical thinking test	MBA Coordinator/Instructor of BADM 555	Pending
2013-14	Critical Thinking	Yes	More emphasis will be placed on articulation of assumptions	Instructor of BADM 555	Pending
2013-14	Written Comm	Yes	International Students did not always meet the standard. Emphasize the use of HOW 12 to international students. Perhaps require its use through the use of peer evaluations.  Contact International Students Office for assistance in teaching more writing to ESL students when they are enrolled there.  Develop new Writing Rubric	MBA Committee/MBA Director  MBA Director/BADM 540 Faculty  Assessment Coordinator/MBA Committee	Pending  Pending  Pending
2013-14	Ethics	Yes	Institute a case-study framework to emphasize ethics reasoning. Develop a new Ethical Reasoning Rubric	BADM 515 Faculty/MBA Committee	Pending