College of Business and Economics: Master Assessment Plan

CBE’s business degrees are accredited by The Association to Advance Collegiate Schools of Business (AACSB). AACSB requires an Assurance of Learning (AoL) program is that is similar but not identical to NWCCU assessment requirements. Two major differences between the AoL requirements of the two accreditation bodies are:

1. AACSB requires that learning goals and objectives be defined by curricula content, rather than by degree or department. AACSB defines an academic program as follows:

Curricula content determines if one set or a variety of sets of learning goals are needed. For example, regardless of degree title, if an undergraduate business program has a common framework for general knowledge and skill areas and management-specific skill and knowledge areas as foundations for a major or concentration – that is, they share a common core -- one set of learning goals may be defined for all undergraduate programs with this format. (Source: AACSB Assurance of Learning Standards: An Interpretation revised 2013).

Using the above AACSB definition, CBE has three distinct academic programs:

- Undergraduate Business Administration, Accounting, and Manufacturing Supply Chain Management degree programs (BAAMS);
- Undergraduate Financial Economics degree (FE);
- Master in Business Administration degree (MBA).

The College developed learning goals and objectives for each program. These goals reflect both the College mission statement and each program’s broad educational outcomes. Since programs are defined by curricula content, academic departments have little or no role. All three of CBE academic programs span multiple departments. CBE has one Assessment Coordinator (Chris Sandvig) and an Assessment Committee with representatives from each of CBE’s five departments.

2. AACSB requires that all program learning objectives be assessed at least twice within each five year accreditation cycle. Over a five year cycle this requirement is similar to NWCCU’s requirement of assessing 1-2 program outcomes per year, but the timing may be different. During the 2012-13 academic year CBE assessed all learning goals for all three academic programs. Each learning goals will be assessed at least one more time within the following three academic years (2013-2016). AACSB expectations for program improvements (loop closing) are also similar to NWCCU’s, but again, the timing is on a five year cycle rather than a one year cycle.

Additional details on CBE’s AoL program, including learning goals, objectives, and assessment schedule, is available on the College’s AoL web page located at http://cbe.wwu.edu/cbe/assessment/.

The following sections of this report endeavor to translate AACSB’s AoL requirements and terminology to those employed by NWCCU.
**Academic Program:** BAAMS (Undergraduate Business Administration, Accounting, and Manufacturing Supply Chain Management degrees)

**Program Student Learning Outcomes:** Upon graduation, majors will be able to:

1. Demonstrate breadth of knowledge and skills in general business and economics
2. Demonstrate disciplinary knowledge and skills
3. Produce quality business documents
4. Deliver a professional quality presentation supported by appropriate technology
5. Analyze problems using an ethical perspective
6. Analyze the legal implications of business decisions
7. Critically analyze problems and defend problem resolutions
8. Solve business problems using quantitative techniques

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<th>Assessment Measures</th>
<th>SLO’s Assessed</th>
<th>Use of the Information</th>
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<td>MGMT 495 case analysis and exam questions</td>
<td>1</td>
<td>MGMT 495 instructors and a representative from the Assessment Committee collaborate to identify material from MGMT 495 that measures breadth of knowledge and skills in general business and economics. Levels of satisfactory student performance are established. The Assessment Committee reviewed student performance data collected during spring 2013 and determined that students were meeting learning goals.</td>
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<td>Degree/concentration specific courses: Accounting: Acct 343 Bus. Admin - Finance: FIN 440, 441, 444 (sample from each course) Bus. Admin - International Business: IB 470 Bus. Admin - Management: MGMT 414 Bus. Admin - Marketing: MKTG 489 Bus. Admin - MIS: MIS 495 Bus. Admin - Operations: OPS 468 MSCM: OPS 468</td>
<td>2</td>
<td>Student learning attainment data was collected in 10 disciplinary courses during spring quarter 2013. Students met or exceeded benchmarks in all courses except one of the three courses used to assess Finance disciplinary skills. Enrollment in this course, Fin 441, was only 11 students and the instructor felt that the low performance was an anomaly. The Assessment Committee decided to monitor the situation rather than recommend program improvements. Student performance was satisfactory in the other two Finance courses.</td>
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| Writing samples collected from a representative sample of WP courses | 3 | The Assessment committee found that some CBE WP courses do not satisfy the University’s requires for WP courses. WP course requirements include the following:  
- students write multiple drafts of assigned papers,  
- instructors provide suggestions for revision of drafts, and |
| Videos of student presentations were made in a representative sample of communication focus (CF) courses. | • course grades are based upon revised versions of assigned writings according to weights in the writing proficiency points table. The format of a few CBE courses has changed since they were designated WP courses and they no longer satisfy all WP requirements. **The Assessment committee recommends that the College develop a process for regular review of WP courses to assure that they continue to satisfy WP requirements.** |

| Student analysis of mini-cases that require analyzing problems using an ethical perspective. Each argument paper requires the student to take a position and identify four logical arguments to justify their ethical perspective. | Assessment Committee representatives reviewed videos of student presentations and scores recorded by the communications consultant. The consultant made the following observations about student presentations:  
• Very professional presentations by students and good flow between team members.  
• Excellent quality Powerpoint, not too detailed but good flow for presentation key points.  
• Students mostly dressed the part for presenting a professional business presentation.  
• Presentation quality dramatically improved between the 300 level and 400 level courses.  
• Good eye contact, posture and audience engagement/solicitation of audience by team members.  
• I was impressed with the quality of the presentations and the level of detail that students went into for their research, especially the IB 470 class.  
The Committee concluded that students are achieving the College’s presentation learning goal. |

| Exam questions and essay on Mgmt 382 (Business Law) midterm and final exams | Average student scores was 8.4 on 151 student argument papers. This is below the acceptable performance level of 8.6.  
To improve the quality and consistency of content delivery across course sections, which may be taught by different instructors, a series of video lectures were added to Mgmt. 382. The videos were created by WWU faculty member Associate Professor Craig Dunn and include core concepts relating to ethical decision making.  
Currently Mgmt. 382 does not include strong incentives for students to watch and assimilate the content from the video lectures. The Assessment Committee recommends that the format for Mgmt. 382 be modified to include weekly quizzes on the content of the video lectures. |

<p>| Student results exceeded the performance levels established for the learning objective. The Assessment Committee in addition to reviewing the results for the course embedded measures also the course syllabi, course materials, and samples of student work. It concluded that at the conclusion of Mgmt. 271 our students are able to analyze the legal implications of business decisions at a level appropriate for undergraduate business students. |</p>
<table>
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<th>Case analysis and analysis of strategy on final exam</th>
<th>7</th>
<th>Students satisfied or exceeded benchmark performance levels in all three sections.</th>
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<tr>
<td><strong>Numerical and interpretive problem from final exams DSCI 305 and ACCT 345 where students are asked to solve business problems using quantitative techniques.</strong></td>
<td>8</td>
<td>The Assessment Committee reviewed exam questions, student responses, and student grades and concluded that students are achieving the quantitative techniques learning goal.</td>
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**Academic Program:** Financial Economics

**Program Student Learning Outcomes:** Upon graduation, majors will be able to demonstrate:

1. Understanding of Finance
2. Understanding of Economics
3. Understanding of Accounting
4. Effective Communication Skills
5. Quantitative skills

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<td>Bloomberg Assessment Test (BAT)</td>
<td>1, 2, 3, 5</td>
<td>BAT's seven subject areas are mapped to CBE’s four knowledge-based FE learning. These mappings are based upon the descriptions provided by Bloomberg for each of the seven BAT subject areas. The College goal for student performance on BAT was for median CBE scores to be at or above the global median. CBE’s FE students exceeded the College’s benchmarks for all four knowledge-based learning objectives.</td>
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<td>Writing and presentations in Fin 447 (Commercial Bank Management)</td>
<td>4</td>
<td>Student writing samples were evaluated using the same process that was used for the BAAMS program. Presentations were evaluated by the course instructor using the College presentation rubric. The acceptable level of student performance for presentations was for 80% of students to achieve a score of 75% on the presentation rubric. The acceptable level of student performance for writing was for 80% of students to achieve a score of 66% or above on the writing rubric. FE students demonstrated satisfactory performance in both skills.</td>
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**Academic Program:** MBA

**Program Student Learning Outcomes:** Upon graduation, majors will be able to:

1.1 Identify core concepts in the key functional areas of business.
1.2 Recognize and explain appropriate analytical methods for solving discipline-specific business issues.
2.1 Use systems thinking to describe how core concepts in each functional area relate to and are integrated across disciplines.
2.2 Identify appropriate processes for making organizational decisions.
3.1 Demonstrate ability to bring disparate functional areas of business to bear on the formulation of organizational strategy.
4.1 Construct a reasoned critique of an organizational decision.
4.2 Relate relevant ethical frameworks to the resolution of a business dilemma.
5.1 Display proficiency in building a persuasive case.
5.2 Show ability to manage organizational constituencies.
6.1 Unite stakeholders in the implementation of organizational strategy.
7.1 Be thorough and act with initiative.
7.2 Be an intelligent consumer of business analytics in decision-making
8.1 Accept responsibility when warranted.
8.2 Act according to professional norms.
9.1 Be committed to and capable of equipping others to achieve their leadership potential.

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<td>Student learning portfolios.</td>
<td>1.1, 5.1, 7.1</td>
<td>Lack of consistency in preparation of learning portfolios. Chalk&amp;Wire has been retained as a platform for the keeping of e-learning portfolios. On-site training will be taking place in October of 2013. Time for regular benchmark student presentations has been built into the academic calendar.</td>
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<td>Input from students and faculty.</td>
<td>7.1</td>
<td>Redundancy in course content between Business Policy and Marketing Strategy, two courses required in the MBA Program. Marketing Strategy has been eliminated as a required course, and Business Policy has been reconceived as Strategic Management. Changes are in the 2013-14 catalog.</td>
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<td>Input from advisory board members as well as employers</td>
<td>4.2</td>
<td>Graduates lack adequate training in Project Management. Project Management has been added as a required course in the traditional and accelerated MBA tracks. Changes are in the 2013-14 catalog.</td>
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<td>Input from advisory board members as well as employers</td>
<td>7.2</td>
<td>Too many elective options result in lack of consistency in graduate preparation. The number of electives in the traditional and accelerated MBA tracks has been reduced from 5 to 3 (there are no electives in the evening and weekend tracks). Changes are in the 2013-14 catalog.</td>
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<tr>
<td>Input from advisory board members as well as employers</td>
<td>7.2, 8.2</td>
<td>Students lack applied knowledge. A new 2-course sequence has been added to the traditional and accelerated MBA tracks. Changes are in the 2013-14 catalog.</td>
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<td>employers</td>
<td></td>
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