

Washburn University School of Business

BBA Assurance of Learning Tools, Processes and Outcomes

The Washburn School of Business is committed to a continuous improvement process, flowing expectations from the School's mission to classroom experiences. The School began the introduction of formal assurance of learning [AOL] processes in fall of 1998. Initial Core Competencies and assessment processes were established in 2000. Core Competencies have been revisited and revised several times since initiation. We now assess 8 core competencies each academic year. Current Core Competencies are listed below. The Assessment Task Force analyzes the reports of faculty in these eight areas and provides an annual report on assessment to the School faculty and to the University. Assessment results are also posted on the WU Assessment Dashboard, available to all faculty members. In addition, the SOBU has practiced assessment of learning on an informal basis for many years and continues to do so. The School has a small group of cooperative faculty which makes this approach to continuous improvement of learning outcomes effective, convenient and generally timely.

ASSESSMENT PROCESSES

Our assessment processes combine the efforts of the assessment task force and the curriculum committee working in concert to address issues identified through evaluation of assessment outcomes, both formal and informal. This group confers with affected faculty, if appropriate, before making any recommendations. The curriculum committee presents change recommendations to the faculty as a whole when necessary. In addition to the eight Core Competencies, which are assessed annually, the assessment task force receives individual reports from each faculty member reflecting how the faculty plans to introduce changes in course material or presentation strategies in their effort to improve both course outcomes and their impact on Core Competencies.

The School employs and reports on an annual alumni survey and student evaluations. These instruments, while indirect, provide added input about the quality of instruction and suggested areas where we can improve our efforts. Informally, we receive external input to our assessment process through several processes. One, faculty discuss student workforce preparedness with employers and recruiters in a luncheon setting. Two, each year we bring alumni and other experts on campus who make presentations to students and faculty. We request and receive input from each of these individuals regarding current expectations for students skills and abilities. Three, many faculty maintain relationships with firms that employ our students and these faculty members share informal information they gather from these relationships regarding student preparedness.

The School of Business has developed an assessment plan that incorporates both long-term and short-term goals for implementation of assessment methods. Assessment methods have been chosen and revised based on both efficacy of potential AOL analysis and the perceived benefits faculty will receive from feedback in order to improve course presentations and student learning experiences. While faculty use assessment analysis to personally improve their course content and presentation; feedback from the assessment process is used to modify, improve, and update our curriculum on a continuing basis.

The School of Business continues to review and refine currently employed methods while planning for the implementation of added assessment mechanisms. To date the School has developed the position of assessment coordinator and has established an assessment task force. The School:

- 1) administers the ETS Major Field Test in Business [MFT] to every graduating student (beginning 2002)
- 2) designed and employs a set of uniform reporting instruments with which faculty report assessment results in all eight assessment areas [forms are attached to the outcomes report]
- 3) implemented use of common comprehensive final examinations and common course projects in some multi-section sophomore core classes (introduces 2007)
- 4) implemented embedded common final exam questions in other courses
- 5) evaluates responses to an alumni survey, faculty evaluations (five years shown)
- 6) evaluates and responds to issues raised by the Dean's Undergraduate Student Advisory Council. (in place since 2004)
- 7) employs a curriculum review process and a syllabus review process. (since 2000)

CLOSING THE LOOP

Assessment of Learning has provided valuable input to the School as we strive to improve student learning outcomes. Two examples of these improvements follow:

College algebra was established as prerequisite to sophomore core courses due to a perceived mathematical weakness in many SOBU students. Following that change, SOBU faculty (based on a faculty created student math skills test) negotiated content of an applied calculus course with the math department to be required for all BBA candidates. This course subsequently became a prerequisite for two upper division core courses. While we have been unsuccessful in getting course assessment results from the math faculty, the SOBU faculty is in general agreement that we spend far less time teaching students mathematical skills, freeing up time to spend in class on application of those skills to analysis.

Changes in Management Information Systems were initiated in 2006 to address SOBU course needs. MIS topics were updated to focus on technology related business problem solving skills with application of Excel and Access. These changes were requested by several faculty groups, especially those in accounting and production and operations. Following these changes, Productions and Operations Management was made a prerequisite for the capstone course, Strategic Management so that Strategic Management students could perform the analysis needed in this course. Once again, faculty report students are better prepared to apply technology skills to course problems than before the changes.

These changes, while not based on formalized AOL processes, reflect the efficacy of the informal interaction of faculty, leading to curriculum change requests that are then enacted. [A brief history of change requests that underlie is provided in **APPENDIX X**.

Recent changes in direct response to formal assessment processes intend to address weaknesses in the areas of Global Awareness and Ethical Awareness. Assessment analysis seemed to indicate other weak areas. Our investigation determined that no current response was necessary

Change Nr.1: International business scores from the MFT indicated to us that our students, while scoring above the average for the test in this area, and demonstrating understanding in the qualitative areas related to international business, were not achieving understanding of quantitative aspects of the global dynamics area at our desired level. The curriculum committee, in conjunction with the international task force, is currently developing a required course or courses in international business, to be added to the SOBU core course requirements. This course or courses will be required to include in course material, a unit providing significant coverage of these quantitative areas.

Change Nr.2: In the area of ethical awareness, two faculty members and the Dean undertook an extensive study of the state of ethical instruction in the SOBU. (Published in the Journal of Business Ethics Education, 2009). In response to this study, the School has coordinated with the philosophy department to institute a required ethics course with a focus on business issues that also addresses the theoretical underpinnings of the ethical reasoning. Relying on this background for students, SOBU faculty can then direct ethics instruction within courses toward focus on discipline related and case based analysis that will be more meaningful to our students.

The assessment task force, in conjunction with the curriculum committee, also reviewed MFT outcomes in the area of technology. While percentile ranking was again above the average, we investigated the cause of lower than anticipated performance. Review of specific questions on the MFT (with permission) indicated to us that student achievement in this area met our expectations. Questions that gave our students problems were in the areas of programming and other more technical aspects of technology education. These areas are not emphasized in our curriculum.

| Core Competencies for Assurance of Learning | Semester Assessed |
|---|--------------------------|
| 1. Business Knowledge: Students will be able to demonstrate a broad knowledge of business constructs across all the basic functional areas of business and economics. | Spring and Fall |
| 2. Written and Oral Communication Abilities: Students will be able to write with clarity, verbalize concisely and clearly present ideas. | Fall |
| 3. Teamwork and Interpersonal Abilities: Students will understand group dynamics and have the ability to work effectively with others to set priorities, and organize and delegate tasks in order to meet goals. | Fall |
| 4. Problem Solving Abilities: Students will be able to define problems, analyze diverse problems; and organize and interpret information in order to draw and support conclusions. | Spring |
| 5. Ethical Decision Making Abilities: Students will be able to differentiate between ethical and unethical behavior and integrate ethical understanding and societal responsibility into decision-making. | Fall |
| 6. Global Awareness: Students will be able to explain the impact of participation in the global economy on business conduct and performance as well as the effects of business actions on that economy. | Spring |
| 7. Technology Abilities: Students will be able to apply technology in order to solve business problems and explain how technology supports the strategic goals of organizations. | Spring |
| 8. Entrepreneurship: Students will understand the process new venture creation and the roles entrepreneurs play in dynamic organizations. | Spring |

Benchmark: A minimum of 70% of students will achieve learning goals

Assessment Instruments:

- Educational Testing Services Major Field Test [MFT] for assessment for the Business Knowledge outcome
- Assessment outcome reports from individual faculty using rubrics and /or rules established by the assessment task force (forms attached – appendix A)
- Indirect measures: student evaluations and the alumni survey
- Routine informal interaction of faculty

Closing the Loop

- ❖ Adopted – required Applied Calculus course for graduation (added applied calculus as a prerequisite for Production and Operations Management, and Business Finance. College Algebra as a prerequisite for sophomore accounting and economics. Now Applied Calculus is a requirement for admission to the School.
- ❖ Adopted – accounting majors may no longer enroll in non-required accounting courses on an A/pass/fail basis by action of the SOBU faculty.
- ❖ Adopted – revised Management Information Systems to focus on solving business problems applying Excel and Access
- ❖ Adopted – reversed the order of Micro and Macro Economic to support Managerial Accounting coverage of micro economic concepts
- ❖ Approved - required international business course for all BBAs, application to be introduced in next catalog. Approved – general faculty May 2010. Will use pretest in BU 347 Fall 2010 and Spring 2011.
- ❖ Proposed - required general education ethical theory course for all BBAs, Course to be piloted, Fall 2010
- ❖ Under discussion - introduce public speaking as a prerequisite to some upper level SOBU classes
- ❖ Under discussion - Devise plan to address issue of perceived weakness for students in written communication. Add discussion of “fatal flaw” rules.
- ❖ All faculty submit plans on Instructor Reports for individual course and competency improvements semester by semester.

Summary of Assessment Results for Core Outcomes

| Competency | Core Competencies [revised 11/07] | Assessment | |
|---|--|--|---|
| | | Method | Outcome |
| 1.a Business Knowledge MFT | Students will be able to demonstrate a broad knowledge of business constructs across all the basic functional areas of business and economics. | Analysis of MFT items and performance compared to benchmark. Administered every semester. | Over 5 years no full semester composite average score below 60 th percentile compared to other participating universities. 9 out of 10 scores 70 th percentile or above. There are some individual area scores of concern. Reported on pages that follow. |
| 1.b Business Knowledge Course Based | Students will be able to demonstrate a broad knowledge of business constructs across all the basic functional areas of business and economics | Instructor reports across multiple courses | <u>08-09 F'09</u> 78.6% 75% These reported results and MFT scores support the idea that our students are successful in learning required business knowledge |
| 2a. Written Communication | Students will be able to write with clarity and clearly present ideas. #1 Organization #2 Content #3 Mechanics #4 Clarity and Conciseness (see rubric) | Rubric applied Fall 2007 to individual written work submitted by students in BU 342. 08-09 Rubric based evaluation of multiple written works | <u>07-08 08-09 F'09</u> #1. 70% 86% 90% #2. 70% 78% 86% #3. ≈5.5* 71% 86% *grammatical errors per short paper #4. 66.7% 68.7% 88% While scores are acceptable, faculty are not satisfied with the level of competency demonstrated. (See recommendations in attached report.) |
| 2b. Oral Communication | Students will be able to verbalize concisely and clearly present ideas. #1 Organization #2 Content #3 Delivery #4 Interaction #5 Media use (see rubric) | Rubric applied Fall 2007 to oral presentations in BU 360 Principles of Marketing 08-09 Rubric based evaluation of multiple instances of oral presentation | <u>07-08 08-09 F 09</u> #1. 84% 87% 84% #2. 80% 76% 82% #3. 76% 75% 70% #4. 80% 82% 78% #5. 82% 88% 78% Acceptable |
| 3. Teamwork and Interpersonal Abilities | Students will understand #1. group dynamics and have the #2. ability to work effectively with others to set priorities, and #3 organize and delegate tasks in order to meet goals. | Two part process adopted Fall 2007: application using the simulation model outcomes from BU449. Conceptual understanding: using exam questions from BU 342 | Demonstrated Understanding <u>07-08 08-09 F 09</u> 1. Group dynamics: 93% 97% 2. Work effectively 69% 86.9% 78% 3. Analyze TW situations 81% 81% Application 1. Participation 85% 92.8% NA 2. Interpersonal contacts 86% NA Observation – students may have difficulty distinguishing between leading vs. dominating a team. Change to aggregate Scoring across objectives Generally acceptable performance – some areas need improvement even though acceptable |

| | | | |
|--------------------------------------|--|--|--|
| 4. Problem-Solving Abilities | Students will be able to #1 . define, problems #2 . analyze diverse problems; and #3 . organize and interpret information in order to draw and support conclusions. | Common problem assignment in BU 381 – Business Finance Spring 2007 08-09 | <u>Percent solving problems correctly</u> <u>07-08 08-09 F09</u> Q1 Payback 98% #1 87% 83% Q2 IRR 80% #2 85% 75% Q3 NPV 85% #3 79% 75% Q4 Decision 88% Changed to aggregate scoring across Objectives - Acceptable performance. |
| 5. Ethical Decision Making Abilities | Students will be able to #1 differentiate between ethical and unethical behavior and #2 integrate ethical understanding and societal responsibility into decision-making. | Results from survey instrument completed by finance compared to benchmark 08-09 Instructor Reports | <u>07-08 08-09 F'09</u> A clear majority of students were able to identify ethical constraints in the workplace. However, evaluation was based on opinion rather than sound ethical reasoning changed to aggregate scoring structures. across objectives Currently working on designing and requiring an ethical theory course |
| 6. Global Awareness | Students will be able to #1 explain the impact of participation in the global economy on business conduct and performance as well as the #2 effects of business actions on that economy. | Exam imbedded questions in BU 315 – Legal Environment of Business and BU 342 – Organization and Management 08-09 Instructor Reports | <u>07-08 08-09 F'09</u> 1 International Markets 80% #1 70% 77% 2 Cultural differences 86% #2 74% 72% 3 International Trade/Law 70% Changed to aggregate scoring across objectives Our weakest area – in process of establishing an international business requirement within the core |
| 7. Technology Abilities | Students will be able to #1 apply technology in order to solve business problems and #2 explain how technology supports the strategic goals of organizations. | Evaluation of technology journals used in BU 347 – Production and Operations Management using Excel, and textbook software and database resources, etc. to solve business problems | % scoring 80.0% or above <u>F '06 Sp'07 F '07 Sp'08 08-09 F 09</u> Jrnl 1 Avg Score 78% 98.4% 80% 87% #1 77% 80% Jrnl 2 Avg Score 86% 96.7% 89% 95% #2 82% 86% Jrnl 3 Avg Score 68% 95.1% 79% 85% (Represents % of students completing at least 80% of each technology based journal.) changed to aggregate across objectives and more complex applications. We continually work to stay current and improve learning in this vital area. |
| 8. Entrepreneurship | Students will #1 understand the process new venture creation and #2 the roles entrepreneurs play in dynamic organizations. | Exam imbedded questions in BU 449 – Strategic management 08-09 Instructor Reports | <u>07-08 08-0 F'09</u> #1 76.9% 85% 82% (incomplete Data F'09) #2 77.9% 83% 82% (incomplete data F'09) Acceptable performance in this area. Individual instructors will pursue improvement within specific courses introducing or emphasizing entrepreneurship topics and related issues |

ASSESSMENT REPORT Detail

SOBU Objectives directly assessed

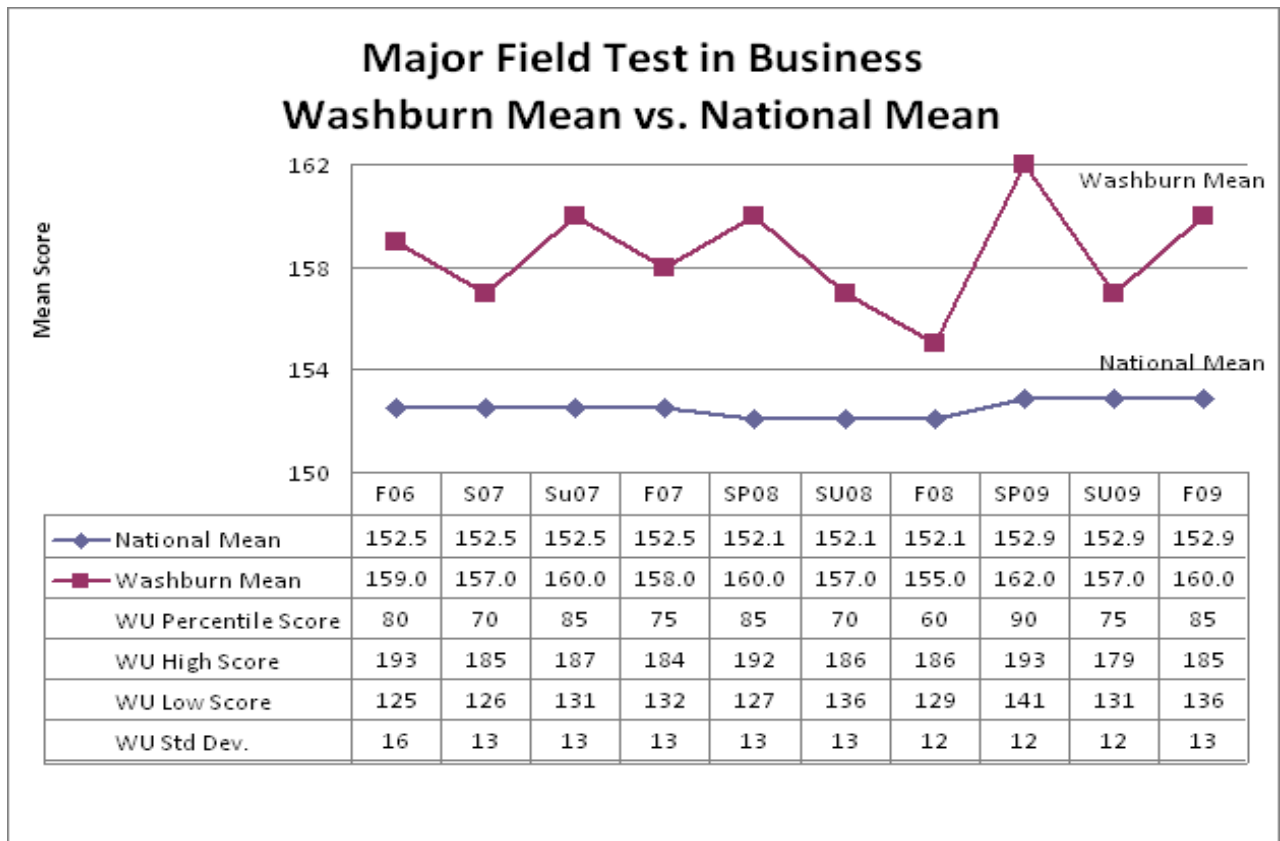
Business Knowledge

The following data present our scores and comparative national outcomes from the Major Field Text in Business that is administered to our students in BU 449, our capstone course, each semester. For Spring 2008, the Washburn mean score was 160.0. With one exception the overall Washburn ranking has been equal to or above the 70th percentile.

Since the Fall 2006 testing period, two things have changed from previous semesters. First, a new version for the Major Field Exam for Business was released. Second, we began an online testing environment. When compared to the 181 other institutions that administered the exam, our score of 160.0 places Washburn score at the 85th percentile. The MFT is additionally divided into nine different subject areas (see the 2nd following pages). In each of the nine subject areas the Washburn mean was above the national mean.

While these outcomes are only one indicator of our students' performance, we should generally be encouraged by these results as they indicate that Washburn business students are performing well compared to others across the country.

NOTE: The Fall 2006 semester marked the beginning of a new test form, as well as the addition of a new assessment indicator, Information Systems. Forms are renewed on a schedule every four to five years. Therefore, we have included only data from the form change forward.



MFT continued

Percentile Ranking by Discipline

| Assessment Indicators | Departmental Summary | | | | | | | | |
|-----------------------|----------------------|----|----|-----|----|----|-----|------|----|
| | AC | EC | MG | QBA | FI | MK | L&S | IS** | IB |
| Fall 2006* | 85 | 50 | 60 | 65 | 80 | 55 | 75 | 60 | 50 |
| Spring 2007 | 90 | 75 | 40 | 70 | 70 | 55 | 60 | 65 | 50 |
| Summer 2007 | 90 | 85 | 85 | 50 | 85 | 90 | 50 | 50 | 90 |
| | | | | | | | | | |
| Fall 2007 | 90 | 70 | 60 | 55 | 75 | 70 | 65 | 60 | 40 |
| Spring 2008 | 85 | 75 | 75 | 65 | 95 | 80 | 85 | 50 | 60 |
| Summer 2008 | 80 | 75 | 70 | 35 | 75 | 60 | 50 | 45 | 60 |
| | | | | | | | | | |
| Fall 2008 | 75 | 60 | 55 | 65 | 60 | 55 | 50 | 30 | 45 |
| Spring 2009 | 95 | 90 | 75 | 85 | 95 | 80 | 85 | 65 | 75 |
| Summer 2009 | 80 | 65 | 45 | 55 | 85 | 70 | 70 | 90 | 70 |
| | | | | | | | | | |
| Fall 2009 | 95 | 80 | 75 | 85 | 85 | 80 | 85 | 65 | 60 |

*new form introduced

** The IS Assessment Indicator was a new addition starting with the Fall 2006 testing period.

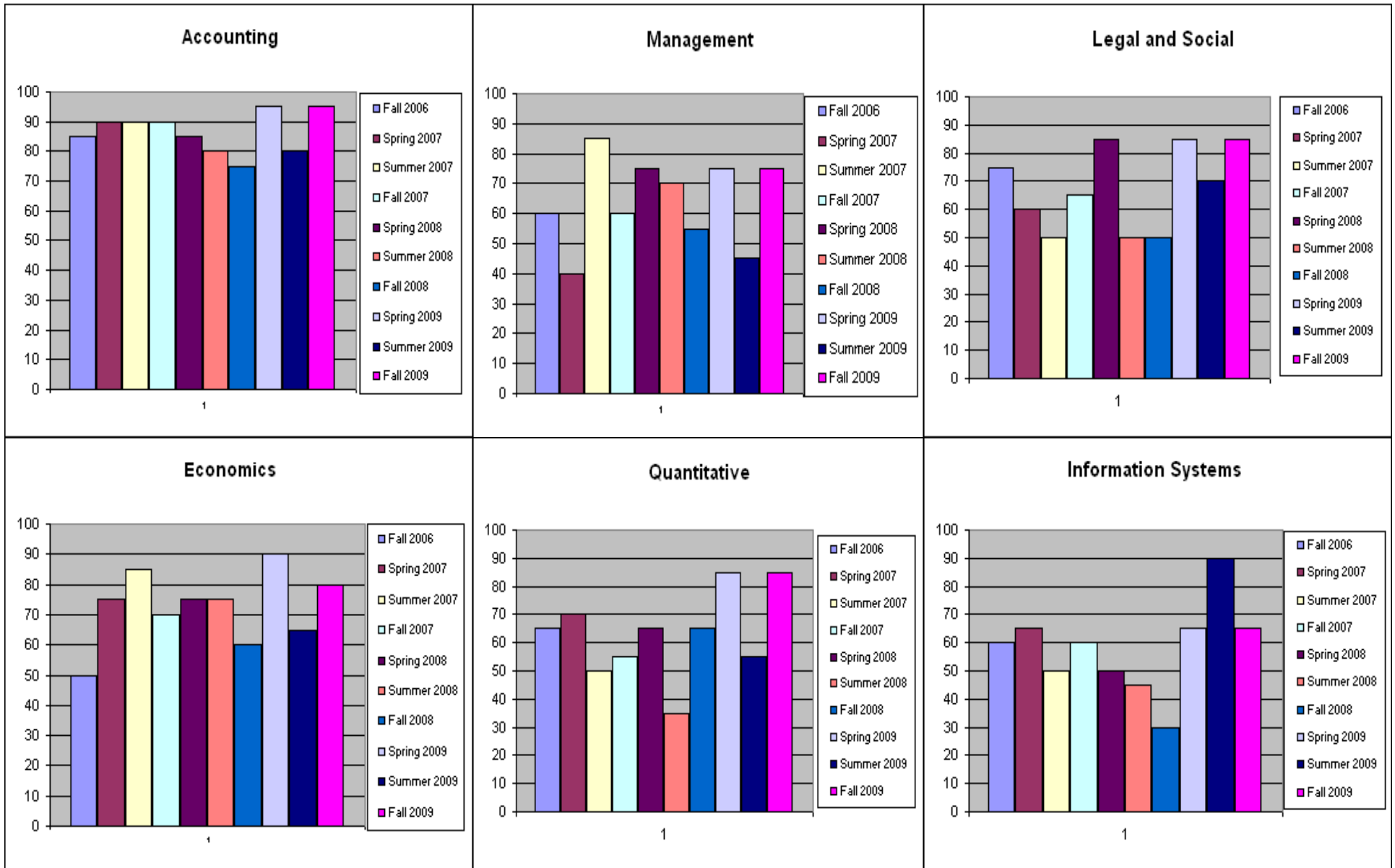
| | |
|------------------------------------|---|
| AC-Accounting | The Fall 2006 semester marked the beginning of a new test form, as well as the addition of a new assessment indicator, Information Systems. Forms are renewed on a schedule every four to five years. New forms of the exams are equated to the existing forms of the exams so that the overall scores and sub-scores are comparable from form to form. However, equating does not take place at the Assessment Indicator (AI) level so users are advised not to compare their AI results longitudinally from form to form. |
| EC-Economics | |
| MG-Management | |
| QBA-Quantitative Business Analysis | |
| FI-Finance | |
| MK-Marketing | |
| LS-Legal and Social Environment | |
| IS-Information Systems | |
| ITNL-International Issues | |

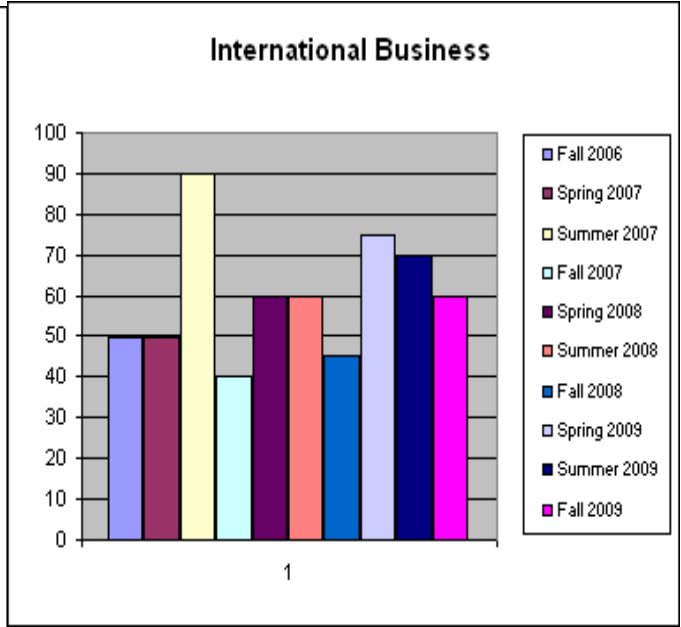
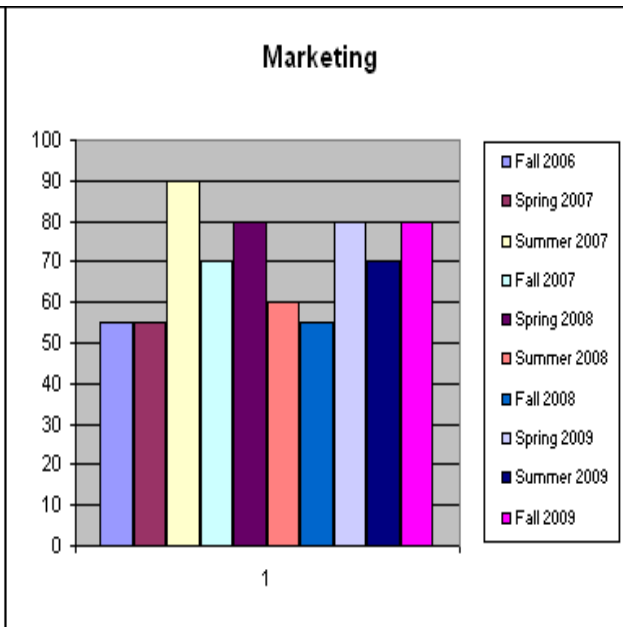
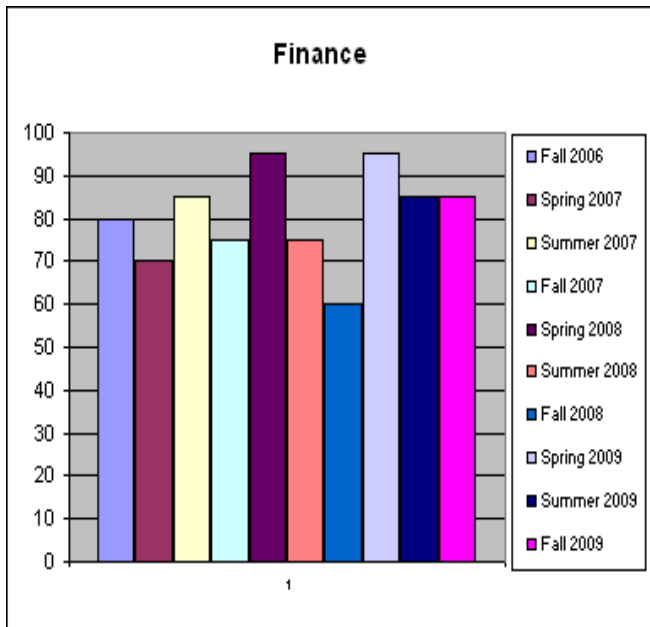
AC-Accounting EC-Economics MG-Management QBA-Quantitative Business Analysis FI-Finance
 MK-Marketing LS-Legal and Social Environment IS-Information Systems ITNL-International Issues

This assessment is related to, but not “driven” by the ETS Major Field Test

| | National Mean | Washburn Mean | WU Percentile Score | WU High Score | WU Low Score | WU Std Dev. | WU Median | N |
|------|---------------|---------------|---------------------|---------------|--------------|-------------|-----------|----|
| F06 | 152.5 | 159.0 | 80 | 193 | 125 | 16 | 157 | 44 |
| S07 | 152.5 | 157.0 | 70 | 185 | 126 | 13 | 154 | 59 |
| Su07 | 152.5 | 160.0 | 85 | 187 | 131 | 13 | 157 | 35 |
| F07 | 152.5 | 158.0 | 75 | 184 | 132 | 13 | 155 | 48 |
| SP08 | 152.1 | 160.0 | 85 | 192 | 127 | 13 | 160 | 62 |
| SU08 | 152.1 | 157.0 | 70 | 186 | 136 | 13 | 153 | 38 |
| F08 | 152.1 | 155.0 | 60 | 186 | 129 | 12 | 154 | 49 |
| SP09 | 152.9 | 162.0 | 90 | 193 | 141 | 12 | 163 | 61 |
| SU09 | 152.9 | 157.0 | 75 | 179 | 131 | 12 | 157 | 36 |
| F09 | 152.9 | 160.0 | 85 | 185 | 136 | 13 | 160 | 52 |

MFT Graphical results by topical area





Benchmark: Major Field Test

The Curriculum committee must review the business core at least every three years.

On an annual basis, if MFT performance falls below the 60th percentile in a functional area (or overall) OR shows an overall downtrend for two years, then:

- A formal response is required from the Faculty responsible for the content area or areas
 - Faculty may recommend changes they deem necessary through the SOBU Curriculum Committee.
- This assessment is related to, but not “driven” by the ETS Major Field Test

Outcomes Relative to Benchmark

1. International Business gives us the most concern. MFT scores in the international area are consistently below expected performance and below most other areas.

Response: a. to this outcome the assessment task force analyzed MFT questions in the international area and determined that our students score acceptably on questions which address cultural and managerial issues but do not do well on analytical topics in this important area.

Response: b. to these scores the curriculum committee is processing a proposal that students be required to take an international business course which emphasizes analytical analysis as a part of the upper division core courses.

2. The Management area also needs to be addressed. Scores in the management area are inconsistent. Therefore, the area never quite falls into the necessary review area established by our benchmark. However, unacceptable low scores appear frequently.

Response: The management area will be asked to address this important outcome.

3. Technology is also an area of concern

Response: We analyzed the actual MFT technology questions in relation to our curriculum. We have determined that the Information Technology scores were not aligned with the subject matter that we teach in this area. Therefore our assessment response for Information Technology, which we characterize as “Technology Abilities” will be based on in-course assessment rather than on MFT scores which we believe to be inappropriate for our curriculum.

4. Quantitative Analysis - We have not yet performed a specific analysis related to quantitative analysis. Across the curriculum, students perform acceptable overall on problem solving tasks. This is the next MFT area that will be addressed by the curriculum committee. This issue is a curriculum committee issue because quantitative skills are taught throughout the curriculum without any one area being responsible for problem solving abilities outcomes.

NOTE: Summer outcomes on the MFT appear to be outliers. We do not have data to clarify why scores in summer are typically lower than that for other time periods beyond the fact that the number of takers in the summer is always smaller. Our supposition is that the Summer sections of our capstone course contain a significant number of students repeating the course or self-selecting into a course or time frame perceived to be easier. This would create a sample that is not representative. Alternatively, summer students may just not be as serious about their performance on the MFT as are students in Fall and Spring. However, at times Summer results have been higher. This still leads us to believe that summer outcomes are not representative.

Assessment of Core Competencies other than Business Knowledge

The proposed assessment benchmark for all the outcome objectives that follow is an average performance above 70% on the selected measure except where specifically described for the measure.

Assessment is based on successful students' outcomes because we assume unsuccessful students must either retake the course or change their major from business to some other area.

Entrepreneurship Assessed in BU 449 Strategic Management

Method: Course embedded - exam questions and through additional voluntary reports of faculty

In BU 449 a total of 48 questions were used to assess 13 objectives that are summarized into two entrepreneurship categories. The broadness of the question set supports the assumption that outcomes reported reflect the scope of the overall objectives being evaluated.

Outcomes were above the established level but can be improved upon in the future.

Global Awareness Assessed in BU 315 Business Law and BU 342 Organization and Management

Method: Course embedded – exam questions. In addition, voluntary assessment reports submitted by faculty in other courses related to this outcome are included

The outcomes for internal assessment of this objective and the MFT results in the International Business category vary significantly. In addition, the in-class methods used for evaluation seem to not capture the analytical component of this objective. Therefore, we have recommended that an international business course containing a significant analytical component be added as requirement for all undergraduate students.

Fall 2009 – a required international issues course is proposed in the core curriculum. Should be addressed by faculty in Spring 2010 and forwarded for the university approval process.

Technology Assessed in BU 347 Production and Operations Management and BU 250 Management Information Systems.

Method: Evaluation of application of technology tools to course work using MS Excel, MS Word, MS PowerPoint, Explorer, MS Project, Google Search, OM Explorer (included with textbook), and spreadsheet modeling. Also assessed using additional voluntary reports from faculty

Problem Solving

Assessed across the curriculum

Method: use a rubric for evaluation and independent evaluation of problem solving skills as determined by reporting faculty

Outcomes overall - All scores are above acceptable level. This is the area that is assessed most heavily across courses within our business school.

Written Communication Beginning Fall 2008 written assessment is accomplished using a common assessment rubric for all faculty assessing this competency. The rubric should produce more uniform measurement of this outcome. While scores in written assessment tend to be acceptable, faculty in general complain that students need to improve written communication abilities.

The curriculum committee will be considering remedies to this situation Spring 2010.

Oral Communication Beginning Fall 2008 the assessment of oral communication is accomplished using a common assessment rubric for all faculty assessing this competency. The rubric should produce more uniform measurement of this outcome.

Outcomes: While scores in oral assessment are to be acceptable, faculty note particular issues with interaction skills and coordinated delivery of material.

Response: The curriculum committee will be addressing possible remedies for these issues including possibly making the required public speaking course a prerequisite to some or all junior level business courses.

Teamwork This competency is assessed in three ways. The theoretical understanding of teamwork and team structures are specifically assessed in BU 342 where these concepts are a normal part of course content. Application of teamwork structures to course work is specifically assessed in BU 449, the capstone course, wherein students participate in an international strategy simulation as members of course teams. Additionally, any faculty requiring teamwork among students may submit a teamwork assessment instructional report.

Response: The curriculum committee will defer this issue to faculty for resolution and only consider at a later date as necessary.

Ethical Reasoning This competency is assessed and reported by various faculty across the curriculum. Reported methods vary from assessment of case study responses to evaluation of examination questions in this area.

Outcomes: Faculty believe that students generally recognize ethical issues and situations but have little understanding of the underlying theory that could help students construct a personal theoretical rationale for behaving ethically. We have hopes that providing a course focused on ethical theory will provide a vehicle within the SOBU to enhance the discussion of ethical topics within classes

Response: In the Fall of 2008 a study of actual ethical coverage in SOBU courses as well as a study of ethical education models was completed within the SOBU. Following the recommendations of the study, the School will pilot an ethics course offered in the philosophy department beginning Fall semester 2010. Our intention is to make this a general education requirement for all SOBU students.

Business Knowledge This centrally important competency is primarily assessed through use of the Major Field Test in Business available from Educational Testing Services. At this time this instrument is given to all seniors within the capstone course, BU 449 Strategic Management. In addition faculty voluntarily use instructional reports to provide added input for assessment. Results from the MFT are provided on pages 6 through 9. Specific curricular areas related to the MFT include MFT results in outcome assessment for that area.

Sophomore Core Assessment Tests

These tests have been discontinued as of Fall 2008 and results are not included in these reports from this time forward.

Indirect Measures

Student Evaluations Source: School of Business ETS SIR II Reports

Student evaluations indicate that student views toward Washburn’s School of Business are positive. All scores across time for “Organization and Planning, Communication, and Faculty Student Interaction are above 4 on a 5 point scale. All other scores are above 3.4. The overall scores exceed 3.7 in every case.

| Survey Section | Overall Mean | | | | | | | | | | | |
|--|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|----------------|------------------|--------------|
| | Fall '04 n=93 | Sp '05 n=94 | Fall '05 n=93 | Sp '06 n=94 | Fall '06 n=93 | Sp '07 n=88 | Fall '07 n=91 | Sp '08 n=88 | Fall '08 n=92 | Sp '09 n=86 | Fall '09 n=79 | Sp '10 n= |
| Course Organization and Planning | 4.07 | 4.23 | 4.16 | 4.19 | 4.19 | 4.18 | 4.16 | 4.22 | 4.19 | 4.33 | 4.28 | NA |
| Communication | 4.13 | 4.28 | 4.18 | 4.22 | 4.23 | 4.23 | 4.20 | 4.26 | 4.28 | 4.35 | 4.31 | NA |
| Faculty Student Interaction | 4.09 | 4.24 | 4.25 | 4.24 | 4.22 | 4.23 | 4.19 | 4.27 | 4.29 | 4.40 | 4.40 | NA |
| Assignments, Exams, and Grading | 3.88 | 4.03 | 3.99 | 4.02 | 4.01 | 3.98 | 4.00 | 4.02 | 4.11 | 4.17 | 4.13 | NA |
| Course Outcomes | 3.38 | 3.52 | 3.48 | 3.50 | 3.50 | 3.48 | 3.45 | 3.56 | 3.56 | 3.65 | 3.59 | NA |
| Student Effort and Involvement | 3.58 | 3.57 | 3.58 | 3.60 | 3.61 | 3.55 | 3.62 | 3.61 | 3.65 | 3.67 | 3.58 | NA |
| Overall Evaluation | 3.72 | 3.90 | 3.82 | 3.87 | 3.84 | 3.82 | 3.79 | 3.89 | 3.89 | 3.98 | 3.91 | NA |
| 1=Ineffective, 2=Somewhat Ineffective, 3=Moderately Effective, 4=Effective, 5=Very Effective | | | | | | | | | | | | |

Alumni Survey

Alumni survey results – Major area questions [Source

| | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 |
|----------------------|----------|----------|----------|----------|----------|----------|
| | Mea n | Mea n | Mea n | Mea n | Mea n | Mea n |
| Accounting | 4.9 | 4.4 | 4.7 | 3.8 | 4.91 | NA |
| Economics | 4.7 | 4.7 | 4.7 | 3.5 | 5.1 | NA |
| Information Systems | 4.2 | 4.5 | 4.5 | 3.3 | 4.7 | NA |
| Operations Mgmt | 4.3 | 4.4 | 4.5 | 3.5 | 4.5 | NA |
| Organizational Mgmt. | 4.4 | 4.8 | 4.1 | 3.7 | 5.1 | NA |
| Finance | 4.8 | 5.2 | 4.4 | 3.7 | 5.1 | NA |
| Marketing | 4.8 | 4.5 | 4.5 | 4.0 | 4.8 | NA |
| Statistics | 4.1 | 4.7 | 4.5 | 3.6 | 4.7 | NA |
| Strategic Mgmt. | 4.7 | 4.7 | 4.4 | 4.1 | 5.3 | NA |
| Entrepreneurial | NA | NA | NA | 3.1 | 4.5 | NA |
| Ethics | NA | NA | NA | 3.6 | 5.0 | NA |
| In-depth Knowledge | 5.0 | 4.4 | NA | 4.0 | NA | NA |

The alumni survey above indicates that business students are satisfied to very satisfied with their preparation for business careers developed in the School of Business at Washburn. For 2009, the SOBU showed improvement in every area.

In the specific skills areas, encompassing all Washburn education, results are barely acceptable, and not as high as we would prefer. A three point scale limits the ability to distinguish differences, particularly when the sample size is small. Average scores declined for 2009 in every area. All average scores for 2009 are below the midpoint of 2.

Areas of particular concern: Students responded “very little” as their assessment of Washburn’s contribution in the following specific learning areas

29% to their understanding of graphic information

29% to their understanding of different philosophies and cultures

43% to their understanding and applying scientific principles and methods

Source: ACT Survey, WU office of Institutional Research

| Alumni Survey Results – General Questions | Scale Values | | | 2008 n=22 | 2009 n=28 |
|---|-------------------------|----------------|------------------|--------------|--------------|
| | Very Much 3 | Some-What 2 | Very Little 1 | | |
| | Mean Value of Responses | | | | |
| How much did your education at Washburn contribute to your personal growth in the following areas? | 2005 n=27 | 2006 n=40 | 2007 n=19 | | |
| Written and oral communications | 2.3 | 2.4 | 2.4 | 2.4 | 1.9 |
| Life long learning | 2.1 | 2.4 | 2.3 | 2.2 | 1.7 |
| Teamwork | 2.3 | 2.8 | 2.8 | 2.2 | 1.9 |
| Understanding diversity issues | 2.3 | 2.2 | 2.2 | 2.0 | 1.7 |
| Developing problem solving skills | 2.2 | 2.3 | 2.3 | 2.1 | 1.7 |

In addition to assessment of learning for the curriculum as a whole, a number of “assessment of learning reports” are prepared and submitted by individual faculty who assess and report their course outcomes and their related plans for improvement in specific course related outcomes. Sophomore core courses in Economics and Accounting report on all sections of common courses as one outcome. These courses also employ some elements of common comprehensive final exams across sections for AOL of these required courses taught by multiple instructors.

All course specific reports, including outcomes and faculty directed responses, are included in the complete data collection set for the assessment