ANNUAL PROGRAM ASSESSMENT REPORT
(For AY 2013-2014 through 2018-2019)
CURRENT YEAR - AY 2016-2017 (Year 4)

Annually, complete a separate report for each academic program (major, minor) at each level (undergraduate, graduate) in your department. Reports are to be sent electronically to assessment@washburn.edu by **June 30 each year.**

UNIT	**SCHOOL OF BUSINESS**
Department (if applicable)	**N/A**
Degree/Program	Bachelor of Business Administration
Prepared By:	
Name	**Tom Hickman**
Email	tom.hickman@washburn.edu
Ext.	1601

==Use size 10 font or larger.==

SECTION I

2017-2018 Academic Year
Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Business Knowledge is one of the six PSLOs identified by the School of Business. It has been assessed through the Major Field Test and Washburn students in the SOBU continue to rank in the top quartile nationally.

Written Communication: This PSLO continues to be measured with a computer program called Write Experience. 83% of students achieved proficiency in the holistic area of their writing. Conversely, Content & Development, Organization, and Mechanics & Conventions were all under the 70% success rate that the School of Business targets for the students. This result prompted a change to the curriculum that now requires students to take one of six writing intensive courses that are offered by the Washburn University English Department.

Oral Communication: Similar to previous years, students perform right at the expectation levels in all five of the evaluation areas. As with previous years slightly less than 70% of students meet the delivery, organization, and interaction with the audience target while more than 70% of students meet the content and media targets. In order to increase the oral communications skills of students there will be an oral communications module taught to all business students in BU 360 – Principles of Marketing beginning in Fall 2018.

Problem Solving: Students continue to perform well above expectations. Even so, a problem solving module is being developed for implementation in BU 381 – Business Finance for Fall 2018.

Ethical Decision Making: Similar to problem solving, students continue to score above performance expectations. Despite a strong performance by students in the ethical decision making area the School of Business is adding an ethics module that will be taught to all business students in BU 449 – Strategic Management.

Global Dynamics: Students remain well above performance standards in all three assessment areas.

Technology: Technology is assessed by the Major Field Test (MFT) technology questions and a test that is administered in BU 347 – Production and Operations Management. Students perform above the national average on the MFT while the overall average score on the test given in BU 347 was at 72%.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

Last year, the School of Business ratings were all listed as "Target." There were two comments that suggested that we needed to be clearer on how external/local businesses are evaluating students and on how the School of Business fosters intradepartmental collaboration on creating assessment measures. These will be explained in greater detail in the appropriate sections.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? *Cell will expand to accommodate your text.*

_____ Yes (describe what and why below)   __x__ No

2016-2017 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

Business Knowledge is one of the six PSLOs identified by the School of Business. It has been assessed through the Major Field Test and Washburn students in the SOBU continue to outperform the national average.

Written Communication: This PSLO continues to be measured with a computer program called Write Experience. 87% of students achieved proficiency in the holistic area of their writing. Nevertheless, it is clear to the curriculum committee and faculty administering the assessment that Write Experience may not be the most optimal way to continue assessing written communication. As a result, the curriculum committee is beginning to look at alternative ways to measure written communication.

Oral Communication: Students continue to perform right at expectation levels in most areas of the oral communications rubric that is used.

Problem Solving: Students are now well above the assessment expectations in each area that is assessed within problem solving. As a result, the problem solving sub-committee will convene to determine whether standards should change.

Ethical Decision Making: Similar to oral communications, students continue to score right at performance expectations.

Global Dynamics: Students remain well above performance standards which will lead to the continued evaluation of how to become more rigorous in the assessment of this PSLO.

Technology: Technology continues to be assessed by three methods (MFT Technology questions, SimNet, and concepts questions. As of 2016-17, an expanded list of concepts questions now is used to assess technology in the areas of IT, Excel, and Access. In each of the assessment methods, students met or exceeded the performance expectations.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

The School of Business has continued to talk more about indirect measures of assessment. In each discipline including Marketing, Entrepreneurship, International Business, Accounting, Economics, Management, and Finance there are discussions with business professionals and/or organization in the area concerning student

achievement and skills they would like SOBU students to acquire. These indirect measures of assessment should become a more formalized process in the near future.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? *Cell will expand to accommodate your text.*
_____ Yes (describe what and why below)   __x__ No

2015-2016 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*
Business Knowledge: Students continue to score in the top 20% nationally on the Major Field Test (MFT). Indirect assessment through conversations with employers suggests that students are leaving the School of Business with a competitive skill set. Written Communication: The percentage of students demonstrating acceptable proficiency in the five areas of the rubric all were above the targeted 70% threshold with the exception of Mechanics & Convention (69%). In all areas, the students achieving the threshold dropped. But, that was due to a more rigorous calculation of student score. Instead of taking only the top score, student scores are averaged across all of written assignments. Technology: 2015 is the first year where SIMNET, a hands-on Microsoft Office skills assessment was used to assess technology. In addition to SIMNET, technology continues to be assessed with a multiple choice quiz in BU 347 Production and Operations Management and through the Major Field Test (MFT). As indicated by this new process, the emphasis on assessment remains as a process of continuous improvement. Further, the data collected during the assessment process is utilized to promote an on-going conversation among and between faculty concerning quality improvements. Global Dynamics: The proficiency level of students as assessed is extremely high which will lead to an evaluation of how to become more rigorous in the evaluation of global dynamics.
Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*
The biggest change is in the documentation of some of the indirect methods of assessment. We have always spoken to employers to understand their assessment of what students do know and need to know…but, this is the first year where some of these indirect measures of assessment have been documented in the report.
Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test
_____ Yes (describe what and why below) __x__ No
The plan is the same. The only possible change is that indirect assessment measures are now in place.

2014-2015 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*
Business Knowledge: Students continue to score in the top 20% nationally on the Major Field Test (MFT).

Written Communication: The percentage of students demonstrating acceptable proficiency in the five areas of the rubric all fell below the targeted 70% threshold in the previous reporting period. This result prompted changes in the way writing is taught within the course. In the current assessment period, students achieved 80% or better in all elements of the rubric.

Technology: Technology assessment began to be assessed with two separate assessment methods. First, in BU 347, ten specific test items covering two distinct dimensions of technology knowledge were assessed. Second, technology-specific questions contained in the Major Field Test were used for assessment.

Global Dynamics: The previous reporting period was the first period where a new assessment method was used for Global Dynamics. Like last year, students exceeded proficiency levels

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. *Cell will expand to accommodate your text.*

N/A

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report? Cell will expand to accommodate your test

___**X**___ Yes (describe what and why below)___ No

As noted in the previous plan, the Technology PSLO was scheduled to begin assessment in 2014 in BU 347 with ten specific test items covering two distinct dimensions of technology knowledge. Additionally, technology-specific MFT scores were used for a second measurement of technology knowledge.

2013-2014 Academic Year

Describe your program's assessment accomplishments since your last report. *Cell will expand to accommodate your text.*

The School of Business has made changes in the assessment of three of the six PSLOs and increased frequency of reporting to every semester for all PSLOs. The three changes in assessment that began in the 2013-14 academic year were to the following PSLOs: Written Communication, Ethical Decision Making, and Global Dynamics. The following write-ups include the identification of the problem, implementation of the change that was taken, and the measurement of the change for each PSLO.

Written Communication: Identification of the Problem: Over a period of several semesters, multiple School of Business faculty independently determined that the written communications skills of the students had been diminishing. This observation was echoed by employers.

Written Communication: Implementing the Change: A search was conducted to determine a systematic methodology to measure written communications that would allow consistency across several sections taught by different instructors. BU 342: Organization and Management was determined to be the best class to measure written communication with the artificial intelligence system – WriteExperience.

Written Communication: Measuring the Change: The percentage of students demonstrating acceptable proficiency in the five assessment areas all fell below the targeted 70% threshold the first semester it was used. This has prompted an examination among the faculty in how writing is taught within the course.

Ethical Decision Making: Identification of the Problem: The School of Business lacked a consistent instrument to measure ethical decision making. As a result, a more systematic method to assess ethical decision making was required to allow for better consistency over future semesters and across multiple instructors.

Ethical Decision Making: Implementing the Change: The capstone business course, BU:449 was selected as the class to assess this SLO. Students complete the Ethics plug-in within the CapSim Simulation which allows students to be individually assessed on their ability to differentiate between ethical/unethical behavior and their ability to integrate ethics into decision making.

Ethical Decision Making: Measuring the Change: The first semester that CapSim was used, 89% of students showed an ability to differentiate while 72% demonstrated an ability to integrate ethical decision making. Both results exceed the 70% threshold that has initially been set as an acceptable number of students possessing appropriate ethical decision making ability

Global Dynamics: Identification of the Problem: During the five academic years from 2006-07 to 2010-11, there were three instances where the International Issues MFT scores failed to reach the 70th percentile. Additionally, global dynamics did not have a systematic method of collecting assessment data.

Global Dynamics: Implementing the Change: Three classes (BU 355: International Business, EC 410: International Economics, and BU 477: International Finance) are now used to measure the following dimensions: Reasons to engage in international trade, Risk assessment, and Exchange rates

Global Dynamics: Measuring the Change: Over 80% of students demonstrated proficiency in each learning objectives that were defined. This has exceeded the 70% threshold.

Discuss ways in which you have responded to the Assessment Committee comments on last year's report and what assessment work was initiated, continued, or completed. Cell will expand to accommodate your text.

The three PSLOs that were modified were a direct result of the previous report that advised that changes and improvements should be made in the areas of ethics, technology, written communication, and global dynamics.

Have there been any changes to your Program Assessment Plan (including calendar and curriculum map) since last year's report?

___x___ Yes *(describe what and why below)* _____ No

As noted, four of the six PSLOs were changed or are undergoing changes as in the case of technology. The reason for that is the need to continuously improve in assessment and the belief that these four PSLOs could, in fact, be improved in terms of assessment methodology.

SECTION II

Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.

2017-2018 Academic Year			
Program Student Learning Outcomes <u>Analyzed and Reported for Current Year</u>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) **this** year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are **shared** with **faculty, students, university-wide entities, and stakeholders** (advisory boards, employers, community, alumni, etc.).
PSLO #1 Business knowledge.	**Direct:** Major Field Test	Washburn students had an average score of 155 vs. National average of 149.7. This score puts Washburn in the top quartile nationally. .	Results are distributed to faculty and discussed at a meeting where faculty are given an opportunity to provide input for new ways to improve the assessment of the PSLO.
	Indirect: Faculty are actively engaged in the business community and receive regular feedback about the students' level of business knowledge from employers. This occurs in most of the seven disciplines in the SOBU including marketing, entrepreneurship, accounting, finance, economics, international business, and management. For instance, faculty regularly talk to leaders in area businesses to determine what skills are most needed by employers and how our students can be better prepared by the Washburn curriculum This has led to making a sales course a requirement for the marketing major. In addition, the interest that the business community has shown toward high level communications skills has played a role in the changes being implemented in both oral and written communications that are further detailed in Section IV of this report. Further, the recommendations that faculty have gotten from business leaders as to the importance of problem solving and critical thinking played a role in the development of the problem solving module that is being implemented for Fall 2018.	Employers continue to indicate that students graduating from the SOBU have a competitive skill as compared to graduates from other universities. Faculty continue to hear messages from employers that critical thinking/problem solving and communications skills are critical to career success. As noted, this has played a key role in the changes to the curriculum that are set to begin in Fall 2018.	Faculty are actively engaged in the community. For instance, six members of the School are members of Topeka Sales and Marketing Executives and many accounting faculty are members of local accounting organizations. These memberships allow for ongoing discussions regarding student progress. Students are made aware of their own scores with respect to each PSLO. Students are advised of how they will be assessed and, when appropriate are shown the assessment process in advance. For instance, it is appropriate to show students an assessment rubric. It is not appropriate to show them test questions that will be used for assessment in advance of the test. This description is applicable at all six PSLOs.

PSLO #2 Written and oral communications	Direct: Written – Measured in BU 342 using the Write Experience software to objectively assess writing across five dimensions. Direct: Oral – Students are scored on a 5 item rubric for presentations given during BU 360. Students in all sections met expectations in each of the five dimensions.	Written: More than 70% of students exceeded expectations in the assessment areas of Holistic, and Focus & Meaning, and Language Use. However, in the other three areas, fewer than 70% of students met expectations. These areas are: Content & Development, Organization, and Mechanics & Conventions. Oral: Over 70% of students score at or above the threshold in two of five rubric categories including Content (73%) and Media Use (81%). The Delivery (60%), Interaction with audience (64%), and Organization (67%) fell just below expectations.	
	Indirect: Again, employers provide feedback to faculty in the area of written and oral communications when applicable. These meeting occur at professional business functions such as the Sales and Marketing Executives meetings, at scheduled meetings at employers' offices as well as informal settings.	Again, employers indicate that SOBU graduates are competitive in this area but also note that communications skills of college graduates is generally lower than desired.	
PSLO #3 Problem solving.	Direct: A finance problem given in BU 381 is used to assess problem solving. The results are consistent with previous years where students met expectations in all three areas of problem solving that are assessed.	Over 80% of students score at or above the threshold in each of the three rubric areas. (Expectation = 70% of students)	
	Indirect: Although problem solving is directly assessed through a finance problem the type of indirect feedback we receive from employers additionally includes how students and recent graduates	As noted in the comments in PSLO #1, employers believe that college graduates in general (including Washburn business students) would benefit from better problem solving skills. Employers do not suggest	

	perform in critical thinking and ability to reason through work-related tasks. This feedback has been a factor in the development of the problem solving module schedule to be taught in Fall 2018.	that this is a problem unique to Washburn.	
PSLO #4 Ethical decision making	**Direct:** The Ethics Plug-in is used within the Capsim business simulation to measure ethical decision making in BU 449.	83% of students were able to differentiate between ethical and unethical behavior. Similarly 83% of students were also able to integrate ethical understanding into decision making. In each case, the target is 70% of students meeting expectations.	
	Indirect:		
PSLO #5 Global dynamics	**Direct:** Students were assessed in BU 355, BU 477, and EC 410 in three areas regarding global dynamics.	Over 90% of students score at or above expectations in the areas of "Reasons to engage in international trade" and "Assessing risks of conducting business in a foreign country." 76% of students met expectations in "Analyzing causes and effects of exchange rate variations." In each of the three areas, the goal is to have at least 70% of students meet expectations.	
	Indirect:		
PSLO #6 Technology	**Direct:** Students are evaluated with a 16 question quiz in BU 347 and with technology questions contained in the Major Field Test.	55% of students were considered proficient in the 16 question quiz and the average score for the quiz was 72%. Students answered an average of 54% of technology questions correctly on the MFT vs. the 52% national average.	
	Indirect:		

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

Results are distributed to faculty and discussed at a faculty meeting where faculty are given an opportunity to provide input for new ways to improve the assessment of the PSLO. Additionally, there is a sub-group of the faculty that is tasked with recommendations for improvements to each of the specific PSLOs. Specifically, every full-time or ¾ time member of the SOBU faculty is assigned to one of six subcommittees that represent each of the six PSLOs.

2016-2017 Academic Year			
Program Student Learning Outcomes <u>Analyzed and Reported for Current Year</u>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) **this** year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are **shared** with **faculty, students, university-wide entities, and stakeholders** (advisory boards, employers, community, alumni, etc.).
PSLO #1 Business knowledge.	**Direct:** Major Field Test	Washburn students had an average score of 151 vs. National average of 150.1. While SOBU students were slightly above the national average it is a score that is lower than typically achieved by Washburn.	Results are distributed to faculty and discussed at a meeting where faculty are given an opportunity to provide input for new ways to improve the assessment of the PSLO.

Faculty are actively engaged in the community. For instance, six members of the School are members of Topeka Sales and Marketing Executives and many accounting faculty are members of local accounting organizations. These memberships allow for ongoing discussions regarding student progress.

Students are made aware of their own scores with respect to each PSLO. Students are advised of how they will be assessed and, when appropriate are shown the assessment process in advance. For instance, it is appropriate to show students an assessment rubric. It is not appropriate to show them test questions that will be used for assessment in advance of the test.

This description is applicable at all six PSLOs. |
| | **Indirect:** Faculty are actively engaged in the business community and receive regular feedback about the students' level of business knowledge from employers. This occurs in most of the 7 discipline in the SOBU including marketing, entrepreneurship, accounting, finance, and management. | Employers indicate that students graduating from the SOBU have a competitive skill set but would like to see critical thinking/problem solving improve. It appears to be a typical problem and not confined to Washburn business students. Nevertheless, we look at this as an opportunity to differentiate business students if they are able to solve problems in a more advanced way relative to other schools of business. | |
| **PSLO #2** Written and oral communications | **Direct: Written** – Measured in BU 342 using the Write Experience software to objectively assess writing across five dimensions. | **Written**: Students exceeded expectations in Holistic and Focus & Meaning. However, in the other four areas students scored below | |

	Oral – Students are scored on a 5 item rubric for presentations given during BU 360. Students in all sections met expectations in each of the five dimensions.	expectations as noted in the Assessment Report. These areas are: Content & Development, Organization, Language Use, and Mechanics & Conventions. **Oral:** Over 70% of students score at or above the threshold in two of five rubric categories. The "Delivery" (64%) and "Interaction with audience" (65%), and Organization (65%) fell just below expectations.	
	Indirect: Again, employers provide feedback to faculty in the area of written and oral communications when applicable.	Again, employers indicate that SOBU graduates are competitive in this area but also note that communications skills of college graduates is generally lower than desired.	
PSLO #3 Problem solving.	**Direct:** A finance problem given in BU 381 is used to assess problem solving. This results are consistent with previous years where students met expectations in all three areas of problem solving that are assessed.	Over 80% of students score at or above the threshold in each of the three rubric areas. (Expectation = 70% of students)	
	Indirect: Although problem solving is directly assessed through a finance problem the type of indirect feedback we receive from employers additionally includes how students and recent graduates perform in critical thinking and ability to reason through work-related tasks.	As noted in the comments in PSLO #1, employers believe that college graduates in general (including Washburn business students) would benefit from better problem solving skills. Employers do not suggest that this is a problem unique to Washburn.	
PSLO #4 Ethical decision making	**Direct:** The Ethics Plug-in is used within the Capsim business simulation to measure ethical decision making in BU 449.	74% of students were able to differentiate between ethical and unethical behavior. Similarly 74% of students were also able to integrate ethical understanding into decision making. In each case, the	

		target is 70% of students meeting expectations.	
	Indirect:		
PSLO #5 Global dynamics	**Direct:** Students were assessed in BU 355, BU 477, and EC 410 in three areas regarding global dynamics.	Over 80% of students score at or above expectations in each of the three rubric areas. (Threshold = 70% of students).	
	Indirect:		
PSLO #6 Technology	**Direct:** Students are evaluated with a 10 question quiz in BU 347 across two dimensions, with SIMNET, and with technology questions contained in the Major Field Test.	• 72% of IT concepts questions were answered correctly (intermediate and advanced concepts). • 80% of Excel questions were answered correctly (intermediate and advanced concepts). • 72% of Access questions were answered correctly (intermediate and advanced concepts). • 78% of students met the proficiency standards for the overall test questions assessing technology • 74% of students were considered proficient based on the SIMNET score. • 57% of technology questions were answered correctly on the MFT (80% of students scored at or above the national average).	
	Indirect:		

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Results are distributed to faculty and discussed at a faculty meeting where faculty are given an opportunity to provide input for new ways to improve the assessment of the PSLO. Additionally, there is a sub-group of the faculty that is tasked with recommendations for improvements to each of the specific PSLOs. Specifically, every full-time or ¾ time member of the SOBU faculty is assigned to one of six subcommittees that represent each of the six PSLOs.

In Section IV the actions that the SOBU intends to take based on the implications of this assessment are detailed. Generally, students are performing at or above expectations across the PSLOs. Nevertheless, both the direct and indirect assessment results have prompted curriculum changes that are scheduled to begin in Fall 2018 in four PSLOs (Oral Communications, Written Communications, Problem Solving, and Ethical Decision Making).

In addition to the schedule changes that are detailed in Section IV, the SOBU has also recently implemented a series of changes to increase student performance on key assessment measures. In order to address two specific areas within the Marketing areas of the MFT where students have been underperforming (Services and International Marketing) a new textbook was adopted in BU 360 – Principles of Marketing that places greater focus on these two marketing components. Additionally, a new textbook was adopted in AC 225 – Managerial Accounting that places added emphasis to capital budgeting. Further, AC224 – Financial Accounting and AC225 – Managerial Accounting has added an oral communications component that seeks to make presentations understandable to all users of their work, including non-accountants.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.
Students are made aware of the MFT results by the Dean and informally in other classes by faculty members.

2015-2016 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) **this** year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are **shared** with **faculty**, **students**, **university-wide entities,** and **stakeholders** (advisory boards, employers, community, alumni, etc.)
PSLO #1 Business knowledge.	**Direct:** Major Field Test	Students met expectations and scored at the 89th percentile nationally	Results are distributed to faculty and discussed at a meeting where faculty are given an opportunity to provide input for new ways to improve the assessment of the PSLO.

Faculty are actively engaged in the community. For instance, six members of the School are members of Topeka Sales and Marketing Executives and many accounting faculty are members of local accounting organizations. These memberships allow for ongoing discussions regarding student progress.

Students are made aware of their own scores with respect to each PSLO. Students are advised of how they will be assessed and, when appropriate are shown the assessment process |
| | **Indirect:** Faculty are actively engaged in the business community and receive regular feedback about the students' level of business knowledge from employers. | Employers indicate that students graduating from the SOBU have a competitive skill set but would like to see critical thinking/problem solving improve. | |
| **PSLO #2** Written and oral communications | **Direct: Written** – Measured in BU 342 using the Write Experience software to objectively assess writing across five dimensions.

Oral – Students are scored on a 5 item rubric for presentations given during BU | **Written**: Students exceeded expectations in all six rubric components. Specifically, over 80% of students were proficient in the respective rubric components (70% is the threshold in each component) | |

	360. Students in all sections met expectations in each of the five dimensions.	**Oral:** Over 70% of students score at or above the threshold in three of five rubric categories. The "Delivery" (65%) and "Interaction with audience" (67%) categories fell just below threshold.	in advance. For instance, it is appropriate to show students an assessment rubric. It is not appropriate to show them test questions that will be used for assessment in advance of the test.
	Indirect: Again, employers provide feedback to faculty in the area of written and oral communications when applicable.	Again, employers indicate that SOBU graduates are competitive in this area but also note that communications skills of college graduates is generally lower than desired.	
PSLO #3 Problem solving.	**Direct:** A finance problem given in BU 381 is used to assess problem solving. This results are consistent with previous years where students met expectations in all three areas of problem solving that are assessed.	Over 80% of students score at or above the threshold in each of the three rubric areas. (Threshold = 70% of students)	
	Indirect: Although problem solving is directly assessed through a finance problem the type of indirect feedback we receive from employers additionally includes how students and recent graduates perform in critical thinking and ability to reason through work-related tasks.	As noted in the comments in PSLO #1, employers believe that college graduates in general (including Washburn students) would benefit from better problem solving skills. Employers do not suggest that this is a problem unique to Washburn.	
PSLO #4 Ethical decision making	**Direct:** The Ethics Plug-in is used within the Capsim business simulation to measure ethical decision making in BU 449.	81% of students were able to differentiate between ethical and unethical behavior. Only 69% of students were able to integrate ethical understanding into decision making. In each case, the target is 70% of students meeting expectations.	
PSLO #5 Global dynamics	**Direct:** Students were assessed in BU 355, BU 477, and EC 410 in three areas regarding global dynamics.	Over 95% of students score at or above the threshold in each of the three rubric areas. (Threshold = 70% of students). For the second year in a	

		row students were at this level which will prompt an evaluation of the global dynamics assessment plan.	
PSLO #6 Technology	**Direct:** Students are evaluated with a 10 question quiz in BU 347 across two dimensions, with SIMNET, and with technology questions contained in the Major Field Test.	In 2015, 51 students were assessed across the BU 347 sections. • 74% of students were able to explain how technology supports the strategic goals of an organization. • 54% of students were able to explain how technology supports the organization tactically and operationally. • 75% of students were able to apply technology to solve business problems using Excel. • 72% of students were able to apply technology to solve business problems using Access. • 54% of students were considered proficient based on the SIMNET score. • 58% of technology questions were answered correctly on the MFT Finally, the results of the MFT indicate that students continue to fall short of reaching the 70% level. Despite the fact that less than 60% of questions were answered correctly, Washburn's score in 2015 is at about the 85th percentile (Spring 2015: 85%; Summer 2015: 82%; Fall 2015: 92%).	

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.
Results are distributed to faculty and discussed at a faculty meeting where faculty are given an opportunity to provide input for new ways to improve the assessment of the PSLO. Additionally, there is a sub-group of the faculty that is tasked with recommendations for improvements to each of the specific PSLOs

A notable outcome is that the MFT scores in Information Systems have steadily improved since the SOBU added increased focus on this learning outcome. Students are now scoring at about the 85th percentile in this subsection of the MFT.

As previously noted, the exceptionally high scores in global dynamics will trigger an evaluation of how to increase the rigor in the assessment of this PSLO.

For the second consecutive year, the "Delivery" component of oral communications is slightly below expectations which will trigger an evaluation on how to better achieve higher delivery scores.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.
Students are made aware of the MFT results by the Dean and informally in other classes by faculty members.

Delete rows that are not needed. Copy and paste to add rows. Cells will expand to accommodate your text.

2014-2015 Academic Year			
Program Student Learning Outcomes Analyzed and Reported for Current Year	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLOs analyzed (assessed) **this** year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are **shared** with **faculty**, **students**, **university-wide entities**, and **stakeholders** (advisory boards, employers, community, alumni, etc.)
PSLO #1 Business knowledge	**Direct:** Major Field Test	Students met expectations and scored at the 80th percentile nationally	Results are distributed to faculty and discussed at a meeting where faculty are given an opportunity to provide input for new ways to improve the assessment of the PSLO. Faculty are actively engaged in the community. For instance, six members of the School are members of Topeka Sales and Marketing Executives and many accounting faculty are members of local accounting organizations. These memberships allow for ongoing discussions regarding student progress. Students are made aware of their own scores with respect to each PSLO. Students are advised of how they will be assessed and, when appropriate are shown the assessment process in advance. For instance, it is appropriate to show students an assessment rubric. It is not appropriate to show them test questions that will be used for assessment in advance of the test.
PSLO #2 Written and oral communications	**Direct:** Written – Measured in BU 342 using the Write Experience software to objectively assess writing across five dimensions. Oral – Students are scored on a 5 item rubric for presentations given during BU 360. Students in all sections met expectations in each of the five dimensions.	**Written**: Students exceeded expectations in all six rubric components. Specifically, over 80% of students were proficient in the respective rubric components (70% is the threshold in each component) **Oral:** Over 70% of students score at or above the threshold in four of five rubric categories. The "Delivery" category fell below threshold (Threshold = 70% of students: Actual = 68% of students).	
PSLO #3 Problem solving	**Direct:** A finance problem given in BU 381 is used to assess problem solving. This results are consistent with previous years where students met expectations in all	Over 80% of students score at or above the threshold in each of the three rubric areas. (Threshold = 70% of students)	

	three areas of problem solving that are assessed.		
PSLO #4 Ethical decision making	**Direct:** The Ethics Plug-in is used within the Capsim business simulation to measure ethical decision making in BU 449.	Over 80% of students score at or above the threshold in each of the two rubric areas. (Threshold = 70% of students)	
PSLO #5 Global dynamics	**Direct:** Students were assessed in both BU 355, BU 477, and EC 410 in three areas regarding global dynamics.	Over 80% of students score at or above the threshold in each of the three rubric areas. (Threshold = 70% of students)	
PSLO #6 Technology	**Direct:** Students are evaluated with a 10 question quiz in BU 347 across two dimensions and with technology questions contained in the Major Field Test.	Over 90% of students met expectations as measured by the 10 question quiz in BU 347. Students failed to meet expectations as measured by the MFT. Specifically, only 59% of questions were answered correctly.	

Discuss the implications of the results reported above and how faculty members are involved in using assessment data to improve student learning.

Results are distributed to faculty and discussed at a faculty meeting where faculty are given an opportunity to provide input for new ways to improve the assessment of the PSLO. Additionally, there is a sub-group of the faculty that is tasked with recommendations for improvements to each of the specific PSLOs

The most notable area for improvement is technology since the scores for the MFT were below threshold. Since technology has just begun being assessed in the current manner, trends will be observed to gauge student progress. If progress is not achieved in Year 2, instructors teaching in the technology assessment course and members of the technology sub-committee will meet to determine an appropriate course of action going forward.

Describe how students and external stakeholders (advisory boards, employers, community, alumni, etc.) are made aware of PSLOs and measures.

Students are made aware of MFT results by the Dean and are advised of other PSLO outcomes in classes that assess the respective PSLOs.

2013-2014 Academic Year			
Program Student Learning Outcomes <u>**Analyzed and Reported for Current Year**</u>	List the Assessment Measure(s) for each PSLO – if rubrics are used, a copy of each should be in your department's assessment subfolder on the shared drive	Describe the results for PSLO analyzed (assessed) **this** year – a copy of summary data should be in your department's assessment subfolder on the shared drive	Describe how results are shared with faculty, students, and stakeholders.

PSLO #__1 – Business Knowledge	**Direct:** Major Field Test	Students exceeded expectations and scored at the 94th percentile nationally	Results are distributed to faculty and discussed at a meeting where faculty are given an opportunity to provide input for new ways to improve the assessment of the PSLO. Faculty are actively engaged in the community. For instance, six members of the School are members of Topeka Sales and Marketing Executives and many accounting faculty are members of local accounting organizations. These memberships allow for ongoing discussions regarding student progress. Students are made aware of their own scores with respect to each PSLO. Students are advised of how they will be assessed and, when appropriate are shown the assessment process in advance. For instance, it is appropriate to show students an assessment rubric. It is not appropriate to show them test questions that will be used for assessment in advance of the test.
PSLO #_2 - Written and Oral Communications	**Direct:** Written – Measured in BU 342 using the Write Experience software to objectively assess writing across five dimensions. Students taught in one of the sections performed at a much higher level than the other section. In total, students did not meet expectations as a result of the low performing section. Steps will be taken to bring up the scores on the low-performing section in future semesters. Oral – Students are scored on a 5 item rubric for presentations given during BU 360. Students in all sections met expectations in each of the five dimensions.	Written: The results of the five components of the WriteExperience rubric demonstrate that students fell slightly below the 70% threshold. • 69% demonstrated proficiency in focus and meaning • 58% demonstrated proficiency in content and development • 63% demonstrated proficiency in organization • 66% demonstrated proficiency in language use and style • 58% demonstrated proficiency in mechanics and conventions	

		Oral: Student continue to exceed the 70% threshold in all five components of the rubric: • Organization: 78% • Content: 78% • Delivery: 71% • Interaction: 74% • Media Use: 86%	
PSLO # 3 – Problem Solving	**Direct:** A finance problem given in BU 381 is used to assess problem solving. This results are consistent with previous years where students met expectations in all three areas of problem solving that are assessed.	Students exceeded the 70% threshold in all three components of the problem solving rubric: • Define problems: 84% • Analyze problems: 77% • Organize and interpret information: 79%	
PSLO # 4 – Ethical Decision Making	**Direct:** The Ethics Plug-in is used within the Capsim business simulation to measure ethical decision making in BU 449. This is a change from previous semesters and is a much more objective method to measure ethical decision making.	Students exceeded the 70% threshold in both components of the ethical decision making assessment: • Differentiate between ethical and unethical behavior: 89% • Integrate ethical understanding and society responsibility into decision making: 72%	
PSLO # 5 – Global Dynamics	**Direct:** Students were assessed in both BU 355 and EC 410 in three areas regarding global dynamics.	Students exceeded the 70% threshold in all three components of the global dynamics assessment: • Demonstrate proficiency in an ability to analytically demonstrate, using quantitative and qualitative methods, the reasons businesses or countries engage in international trade: 85%	

		• Demonstrate proficiency in an ability to analyze and assess risks of conducting business in a foreign country: 85% • Demonstrate proficiency in an ability to analyze causes and effects of exchange rate variations: 82%	
PSLO # 6 - Technology	**Direct:** Students will be evaluated in both BU 449 and BU 347. This PSLO is currently undergoing revision. Data was not collected in Fall 2013 but will be collected each semester upon the finalization of the techniques to be used to assess technology. This is scheduled for completion by Fall 2014 data collection.	Data not collected due to revisions that will be completed for the 2014-15 academic year.	

SECTION III

2017-2018 Academic Year
During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).
Students continue to work internships and class projects for area organizations where they are able to integrate much of their knowledge into real-world applications. Additionally, guest speakers come to classes throughout the academic year including the speakers that are featured in the Wake Up with Washburn speaker series.

2016-2017 Academic Year
During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).
Students continue to work internships and class projects for area organizations where they are able to integrate much of their knowledge into real-world applications. Additionally, guest speakers come to classes throughout the academic year including the speakers that are featured in the Wake Up with Washburn speaker series. Further, the number of questions assessing Technology expanded and allows for a better methodology to determine student ability in this PSLO.

2015-2016 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

Students continue to work internships and class projects for area organizations where they are able to integrate much of their knowledge into real-world applications. Additionally, guest speakers come to classes throughout the academic year including the speakers that are featured in the Wake Up with Washburn speaker series.

2014-2015 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

2013-2014 Academic Year

During this year, if any PSLO was addressed through new or unique experiences outside the classroom, explain where and how the opportunities were provided to students in your program (i.e. internships, field experiences, visiting lectures, collaborative projects, and other creative ideas you have employed).

In addition to what has been previously discussed, a matrix has been developed that depicts all of the courses that address a given PSLO. This matrix is a work in progress and will need continual refinement as courses undergo continuous improvement.

SECTION IV

2017-2018 Academic Year	
In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?	

In total, there are four major changes related to assessment that will begin in Fall 2018. They are as follows:

Student Learning Outcome	*Change Implemented for Fall 2018*
Oral Communications	Beginning in Fall 2018, students will be taught an oral communications module in BU360 – Principles of Marketing. This is designed to address the observed deficiencies in students' collective oral presentation skills.
Written Communications	Beginning with the Fall 2018 catalog, students will be required to take one of six writing intensive courses that are offered by the Washburn University English Department. This requirement was introduced to elevate the assessment outcomes that take place in BU342 – Organization and Management.
Problem Solving	A problem solving module is in the process of being developed that will be ready for implementation in BU381 - Business Finance in Fall 2018. This module is designed to improve students' problem solving skills across all three problem solving assessment areas.
Ethical Decision Making	An ethics module developed by NASBA Center for the Public Trust will be taught to students in BU449 – Strategic Management beginning in Fall 2018. The intended consequence of this module is that it will increase students' ethical decision making across a range of contexts and that it will increase the ethical decision making assessment results.

2016-2017 Academic Year	
In light of what you have learned through your assessment efforts this year, what are your plans for the next academic year?	

Four PSLO results stand out as areas to further investigate in the upcoming year. First, is written communication which is currently being assessed with the computer program Write Experience. The consensus among faculty on the communications sub-committee as well as the faculty teaching the course in which it is used is that the program leads to a suboptimal way to both teach the course and to teach writing. Therefore, other rubrics and methods to assess written communications will take place in the next academic year.

Second, Problem Solving and Global Dynamics both continue to show very high marks in terms of the percentage of students meeting expectations. Therefore, further discussion about raising the bar of expectations in both of these PSLOs will take place in the next academic year.

Next, oral communications continues to hover right at or just below expectations. Therefore, the communications sub-committee and faculty teaching BU360 will convene to determine what can be done to enhance student achievement across the rubric areas.

Finally, the marketing faculty met to address the slide in MFT scores in marketing. As a result of determining that both services marketing and international marketing were not being covered in appropriate detail in BU360 a decision was made to switch textbooks for the upcoming academic year. The new book has a chapter on both services and international marketing that the prior textbook did not contain.

2015-2016 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

2014-2015 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

2013-2014 Academic Year

In light of what you have learned through your assessment efforts this year and in past years, what are your plans for the next academic year?

Technology is the PSLO that is still undergoing changes. It will be modified and ready for measurement by Fall 2014. At that time, it will be imperative to measure the success of the newly established assessment methods ---- both from a student success standpoint as well as from a validity point of view.

Additionally, the PSLOs that were modified in 2013-2014 will continue to be monitored in the early stages of their adaptation.

Finally, problem solving is the next PSLO that has the potential to undergo changes and it will be discussed to determine if there are new ways, beyond or in addition to, BU 381 that could serve as an effective measurement of problem solving ability.

Supporting documents (rubrics, summary data tables/charts, etc.) should be in your department's assessment subfolder on the shared drive in the correct academic year subfolder.