2021-2022 Assessment Cycle
# Assessment Findings

## Program Assessment Accomplishments

In 2020 the School of Business was reaccredited by AACSB. In the first year since this reaccreditation, progress has been made in several of the SLOs with respect to the assurance of learning process.

1. Oral communications: One section of BU360 piloted an additional presentation in the semester. The feedback students received resulted in stronger presentation performance in the final presentation.

2. Written communication: A new rubric and evaluation method was extensively explored and a proposal for a new methodology to measure this learning outcome is forthcoming.

3. Technology: Business students are now required to take a 200-level data analytics course. As these students progress to assessment level courses, it is expected to have a positive influence on assessment results.

4. Global dynamics: Faculty collaborated on ways to reframe the assessment instrument so that students were able to more clearly demonstrate their proficiency.

In this reporting period, students showed consistency across their collective performance as it relates to the SLOs.

Nine business knowledge areas are assessed with the major field test. Quantitative anayltics, Management, and Marketing were the top three areas.

## Finding per Measure

### BBA General Business Outcome Set

PSLO 1

**Outcome: Demonstrate broad knowledge of business across all the basic functional areas of business and economics**

**Measure:** Major Field Test
*Program level Direct - Exam*

Details/Description:          Major Field Test - ETS Testing

Acceptable Target:          70th percentile

## Findings for Major Field Test

Summary of Findings:          A total of 79 students were assessed and they placed at the overall 74th percentile nationally in this reporting period. The individual percentiles, by discipline, are listed below:
Quantitative analytics: 82nd percentile
Management: 78th percentile
Marketing: 77th percentile
Legal studies: 76th percentile
Accounting: 65th percentile
International issues: 62nd percentile
Economics: 60th percentile
Finance: 56th percentile
Information systems: 32nd percentile

Results :          Acceptable Target Achievement: Not Met

Recommendations:          Accounting, Finance, and International Issues have scored below expectations two consecutive reporting periods. This requires an examination of why this has happened and what can be done to improve student scores. Alternatively, the MFT may not be measuring relevant items in these fields. If so, this must be determined.

Reflections/Notes:          The summer session was particularly damaging to these scores across all disciplines. Students only achieved the 40th percentile in the summer compared to the 83rd and 86th percentile in the spring and fall, respectively.

Since the overall score for the reporting period was the 74th percentile, expectations are considered met. Nevertheless, there is room for improvement.

PSLO 2

**Outcome: Written Communications**
Students will be able to write with clarity and clearly present ideas

▼ **Measure:** Write Experience
*Program level Direct - Student Artifact*

Details/Description:    This is an algorithmic artificial intelligence based
product that scores students on a six point scale on
each of five dimensions in addition to a holistic
score. The scoring dimensions are as follows:

1. Holistic
2. Focus and meaning
3. Content and development
4. Organization
5. Language use and style
6. Mechanics and Convention

Acceptable Target:    The performance expectation is that 70% of
students will score at 4 or better in each area on the
6 point scale.

### Findings for Write Experience

Summary of Findings:    54 students were evaluated:

Holistic: 94%
Focus and meaning: 100%
Content and development: 96%
Organization: 96%
Language use and style: 96%
Mechanics and convention: 100%

Results :    Acceptable Target Achievement: Exceeded

Recommendations:    Numerous students scored 4 out of 6 on
given rubric items. According to the

standards, this is considered proficient. Even so, 4/6 is only 67%. While 5/6 is 83%, raising the proficiency standard to 5 should be strongly considered.

Reflections/Notes:

Students made notable improvements in the scores across all rubric items. Students exceeded all expectations in written proficiency. This could be the result of requiring an additional writing intensive course in the English department.

PSLO 2B

**Outcome: Oral Communication**

Students will be proficient in the following areas of oral communications:

Organization
Content
Delivery
Interaction with audience
Media Use

▼ **Measure:** Oral Communications
*Program level Direct - Student Artifact*

Details/Description:

Students will be proficient in the following areas of oral communications:

Organization
Content
Delivery
Interaction with audience
Media Use

Acceptable Target:

70% of students should be proficient in each of the five areas.

## Findings for Oral Communications

**Summary of Findings:** 61 students were evaluated:

Organization: 80%
Content: 75%
Delivery: 67%
Interaction with the audience: 62%
Media use: 82%

**Results :** Acceptable Target Achievement: Not Met

**Recommendations:** Students continue to fall short of expectations as it relates to interaction with the audience. Some improvement was made from the previous reporting period.

Increasing the number of presentations in the curriculum may also be valuable for increasing the percentage of students demonstrating proficiency in delivery.

**Reflections/Notes:** A key reason for the low interaction with the audience may be a lack of complete knowledge on the subject. While students score well in "content," it may be that the content they deliver is satisfactory. However, when they are asked questions outside of that content they do not know enough to fully answer the questions.

PSLO 3

**Outcome: Define problems, analyze diverse problems, organize/interpret information to draw/support conclusions**

**Measure:** Problem Solving
*Program level Direct - Student Artifact*

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| Details/Description: | Students are assessed in BU 381, Business Finance using a common rubric that measures students' ability to define problems, analyze diverse problems, and organize/interpret information. |
| Acceptable Target: | The performance expectation is that 70% of students will demonstrate proficiency in each of the three areas of problem solving that were assessed. |

### Findings for Problem Solving

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| Summary of Findings: | A total of 59 students were assessed. Students met learning objectives across all three items:<br><br>Ability to define problems: 89%<br>Ability to analyze diverse problems: 82%<br>Ability to organize/interpret information: 84% |
| Results : | Acceptable Target Achievement: Met |
| Recommendations: | Devise improved assignments and learning exercises so as to maintain/increase the percent of student who can adequately solve problems required of the course. |
| Reflections/Notes: | A learning objectives test is used to help assess problem solving. The GPA in Business Finance has recently increased and that may be reflected in the higher scores attained in this learning outcome as compared to previous years. |

PSLO 4

**Outcome: Differentiate between ethical/unethical behavior & integrate ethical understanding/society responsibility into decision making**

▼ **Measure:** Ethical Decision Making
*Program level Direct - Student Artifact*

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| Details/Description: | Assessed with an ethics module in the business simulation game CapSim in the BU 449 Strategic Management course. Students are assessed on two components of ethical reasoning: Knowledge of Ethical Reasoning and Integration of Ethics into Decision Making. |
| Acceptable Target: | It is expected that at least 70% of students will demonstrate proficiency in each component. |

### Findings for Ethical Decision Making

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| Summary of Findings: | A total of 57 students were assessed across two learning outcomes as follows:<br><br>100% demonstrated proficiency in ability to differentiate between ethical and unethical behavior<br>75% demonstrated proficiency in ability to integrate ethical understanding and society responsibility into decision-making |
| Results : | Acceptable Target Achievement: Met |
| Recommendations: | Students met expectations in both areas. Even so, there is consistency in the difference in percentages of students being able to differentiate ethical/unethical behavior and ability to integrate ethics into decision making. |
| Reflections/Notes: | • The Comp-XM® Supplemental Testlets demonstrates proficiency in areas such as business ethics and ethical reasoning, |

business or employment law, sustainability, and the social impact of business. We do not cover employment law in BU 449. SOBU touches on it in Human Resource Management classes as well as Organization and Management classes. This may explain the relatively lower performance in some of the CompXM questions.

Implementing the supplementary assessment tool is prudent and has generated additional insight. Further analysis of the question type helped understand some low performance in specific areas not comprehensively covered in our curriculum.

## PSLO 5

**Outcome: Explain impact of participation in global economy on business conduct/performance and effects of business actions on that economy**

▼ **Measure:** Global Dynamics
*Program level Direct - Student Artifact*

| Details/Description: | Students are assessed across three classes: BU 355: International Business; EC 410: International Economics; BU 477: International Finance. Students are assessed on three components: International Trade: Quantitatively and qualitatively demonstrate why businesses engage in international trade; Risk: Analyze and assess risk of conducting business in a foreign country; Exchange Rates: Ability to analyze causes and effects of exchange rate variations. |
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| Acceptable Target: | It is expected that at least 70% of students will demonstrate proficiency in each component. |

### Findings for Global Dynamics

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| Summary of Findings: | 1. 70% of students were able to analytically demonstrate, using quantitative and qualitative methods, the reasons businesses or countries engage in international trade. 2. 59% of students were able to analyze and assess risks of conducting business in a foreign country. 3. 48% of students will be able to analyze causes and effects of exchange rate variations. |
| Results : | Acceptable Target Achievement: Not Met |
| Recommendations: | Students did not perform as well as recent reporting periods. This is further elaborated in the reflections/notes. More emphasis should be put on these areas to increase student learning and outcomes across the objectives. |
| Reflections/Notes: | The assessment results were not consistent with previous reporting periods. It is possible that the pandemic environment lessened students desire to learn and engage. Even so, high performing students still did very well in the three learning outcomes.

Further, a new textbook was used for international business and the fine tuning of exam questions is still in progress. |

PSLO 6

**Outcome: Apply technology to solve business problems and explain how technology supports the strategic goals of organizations**

▼     **Measure:** IT Concepts

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| Details/Description: | Students are assessed in BU 347 on their understanding of IT Concepts, Advanced security concepts, Excel, and Access. |
| Acceptable Target: | In each case, the goal is for at least 70% of students to correctly answer questions in the respective areas. |

### Findings for IT Concepts

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| Summary of Findings: | 86 students were assessed with the technology assessment test. 85% of students were deemed proficient in the test and this is considered as having met the expected standards. |
| Results : | Acceptable Target Achievement: Met |
| Recommendations: | Within the test, IT concepts and advanced Access concepts were the most problematic. Even so, the scores in this reporting period represent an improvement over previous years. Therefore, continuing to build on this improvement is recommended. |
| Reflections/Notes: | Given that a baseline has been established, the technology assessment committee plans to revise and expand the written technology assessment test. First, plans are to include more questions (increase to 25 questions) to include database concepts and increase the representation of a broader set of technology concepts. Second, the assessment will be expanded to include an Excel Spreadsheet exercise that requires reviewing and correcting some spreadsheet formulas, adding a small extension to the spreadsheet (add a few key calculations), and then making |

an analysis/interpretation of the results. Finally, this change will expand the assessment to include diagnosing technical errors and applying Excel technical reports for business decision-making.

To address the lower scores on OLTP, the test will be revised to use terminology from the BU-250 course, and there will be a heavier emphasis placed on technology security topics in the BU-250 class (e.g., authentication and firewall). The low scores on Question 8 asking for software definition (in contrast to hardware answers) are of concern. In the future, added screening and remediation assignments will be used to address this fundamental pre-requisite. In addition, this question will be added to BU-250 Pre-test screening, as it is pre-knowledge assumed before students enter the BU-250 course. In revising the technology assessment and determining course updates, we plan to consult with a curriculum design specialist (Doctorate of Education) familiar with the BU-250 pre-requisite testing and BU-250 course materials.

▼ **Measure:** MFT
*Program level Direct - Exam*

Details/Description:      Students are assessed with the Information Technology questions on MFT.

Acceptable Target:      The goal is that SOBU students will rate at or above the 70th percentile.

Findings for MFT

Summary of Findings:    38 students were assessed with the questions on the Major Field Test that are related to technology. Washburn students scored at the 53rd percentile.

Results :    Acceptable Target Achievement: Not Met

Recommendations:    Washburn students were slightly above the national average. Even so, the results continue a trend of lower scores relative to the other areas tested by the Major Field Test. Washburn faculty could evaluate the areas covered by the MFT to determine their relevance to the learning outcomes desired by the faculty. In this way, faculty could determine if more attention should be placed on the topics covered by the MFT.

Reflections/Notes:    With a BBA in Data Analytics now offered at Washburn, students more interested in this field are able to gain an increasing amount of knowledge in technology. This is expected to have an eventual positive impact on technology assessment scores.

## Overall Recommendations

Specific areas to concentrate on in the business knowledge area include Accounting, Finance, and International Issues. Historically, these areas have performed at a high level. Even so, attention should be given to those areas to determine the reasons for the decline in MFT scores.

Students continue to struggle with interaction with the audience and in the delivery of their oral presentations. An additional presentation in one of the sections of BU 360 resulted in stronger final performances in that class. So, increasing the number of presentations across the curriculum could be valuable to achieve higher student success.

While students excel at differentiating between ethical and unethical behavior, they just meet the expectations

related to their ability to integrate ethics into decision making. Increasing this ability can be addressed across the business curriculum.

Assurance of learning progress should be made in all student learning outcomes in preparation for the 2025 AACSB reaccreditation process.

## Overall Reflection

Most learning outcome results were similar to previous years. Even so, there was modest downward trend in some areas such as MFT scores and global dynamics.

It is clear to most faculty that some students may have been negatively impacted by the pandemic-related learning environment. While that worked well for highly motivated students, it may not work equally well for those that do not possess the highest internal drive to succeed. Attempting to better reach and engage all students is an upcoming challenge.

SLOs that are identified for improvement come from two primary paths. First, data-driven assessment results (Path A) that suggest students are either below or in danger of falling below the SOBUs stated expectations regarding a particular SLO necessitates the need for a discussion to find ways to elevate student success. Second, external information (Path B) that suggests a need for continued improvement in one of the SLOs also launches a discussion on ways to improve student outcomes.

As an increasing amount of information comes in from external sources (through the advisory board and other area employers), Path B may gain increased traction in curriculum design. For instance, employers have made it clear that soft skills such as a solution seeking mindset and strong interpersonal skills are key to high level career performance.

## Faculty Collaboration

Each faculty member in the SOBU is assigned to a sub-committee that is chaired by one of the members of the curriculum committee. Each sub-committee is tasked with critically evaluating one of the SLOs and determining whether that SLO and its several components are the most optimal metrics to determine whether students are meeting expectations. Further, the sub-committees are asked to consider whether the six SLOs represent the body of knowledge that is needed in order for students to excel upon graduation from the Washburn School of Business. Importantly, faculty are expected to rely not only on their own expertise, but also on the information they have acquired through their own contacts in industry.

Furthermore, the Director of Student Affairs provides valuable input regarding curriculum changes and prerequisite proposals due to the extensive advising that occurs in that office. Finally, the Dean's office provides direction in scheduling and resource allocation as dictated by the nature of the proposal.

## Communication & Collaboration with Students

The School of Business does not collaborate with students on assessment practices as this is outside the scope of their ability and/or knowledge level.

Students are advised of their performance related to the assessment activity and are also provided information on the importance of performing well on these outcomes as it is a reflection of the knowledge they possess upon graduation in areas that are important to their future careers.

## Communication & Collaboration with External Stakeholders

The School of Business advisory board provides valuable information related to key areas/learning outcomes needed for student success.

There is an ongoing data collection process that asks area employers to rate students on their level of satisfaction with our own learning objectives and other learning objectives used by other schools of business. These include teamwork and leadership.

The analysis of that data has clearly demonstrated the importance of a solution seeking mindset (problem solving and critical thinking), interpersonal skills, and the ability to communicate both verbally and in written form as keys to career success.

This allows our faculty to consider ways to further enhance these skills throughout the curriculum.

## Communication & Collaboration with University

The assessment results are communicated to the assessment committee annually for their review and recommendations.

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