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Assessment Tool (e.g. portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
[Redacted]	[Redacted]	[Redacted]	[Redacted]

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General Business in all eight junior level Appendix for satisfactory in various  
[Redacted]

Practices, business core courses. details. Also see Appendix course are  
Theory and [Redacted]  
[Redacted]

will be implemented for Fall 2016. The Barton School is also developing a series of critical



The table is mostly obscured by redaction. Visible headers include:

Open or	Complete	Displacement	Displacement	Displacement	NA	Displaced growth from 01-14-15 to present (not available)
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(refer to instructions in the WSU Program Review document for more information on completing this section).



1. Analyze the service the Program provides to the discipline, other programs at the  
University.  
2. Analyze the service the Program provides to the discipline, other programs at the  
University.  
3. Analyze the service the Program provides to the discipline, other programs at the  
University.  
4. Analyze the service the Program provides to the discipline, other programs at the  
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5. Analyze the service the Program provides to the discipline, other programs at the  
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University.  
10. Analyze the service the Program provides to the discipline, other programs at the  
University.



The Barton School of Business offers the Bachelor of Business Administration degree with  
majors in accounting, economics, entrepreneurship, finance, general business, human resources

## APPENDIX: General Business Assessment

SECTION I  
international business, management, management information systems, and marketing. This  
degree program has five learning goals:

Currently, the Associate Dean for Undergraduate Programs and Operations serves as the  
Goal Goal the

	X
FIN 340 (finance)	X
IB 333 (international business)	X
MGMT 360 (management)	X
MIS 395 (management information systems)	X

MGMT 300 (management)

---

All courses with prerequisites fulfilled

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Capstone strategy course (MGMT 681)

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Capstone strategy course (MGMT 681)	X
	X
	X

1. Oral Communication: ACCT 630, BLAW 421, ENTR 210, ENTR 440, ENTR 605, FIN 620, FIN 960, IR

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**Table I.2: Assessment Review and Intervention Schedule**

Semester	Goal 1A	Goal 1B	Goal 2	Goal 3	Goal 4	Goal 5
<i>Review Cycle 1:</i>						
Fall 2014 - assessments collected	X	X	X	X	X	X
Spring 2015 - assessments collected	X	X	X	X	X	X
Summer 2015 - assessments collected		X		X	X	
Fall 2015 AY15 results reviewed	X	X	X	X	X	X
<b>Spring 2016 - interventions implemented (if needed)</b>						
	X		X			X
	X	X		X		X
	X		X		X	X
Fall 2015 - assessments collected	X	X	X	X	X	X
	X		X			
Fall 2016 - AY16 results reviewed			X			
Spring 2016 - assessments collected		X		X	X	X
			X	X		X

Fall 2016 - assessments collected X X X X X

Spring 2017 - assessments collected X X X X X

Summer 2017 - assessments collected X X X

Fall 2017 - AY17 results reviewed X X X X

Spring 2018 - interventions implemented (if needed) X X X X

Fall 2017 - assessments collected X X X X X

Spring 2018 - assessments collected X X X X X X

[REDACTED]

X X X X X

[REDACTED]

[REDACTED]

[REDACTED]

X X X

“Acquire Knowledge of Current Business Practices, Theory, and Technology

**Basic Skills:**

**Where Assessed:** Advanced Standing Exams (ASEs) are given in ten subjects taken at the freshman or sophomore level: English, Algebra/Business Calculus, Public Speaking, ACCT 210 (Financial), ACCT 220 (Managerial), ECON 201 (Macro), ECON 202 (Micro), ECON 231

[REDACTED]

As an example, the faculty teaching ECON 232, Excel-based business statistics, met in October

[REDACTED]



with terminology resulting from more class emphasis on explicitly teaching terminology. See below for detailed results and interventions.

**Learning Goal 2: Oral and Written Communication**

Demonstrate skills in effective oral and written communication

**Where Assessed:** Presentation and writing skills are assessed in courses where appropriate assignments are given. Oral Communication skills are assessed in ACCT 620, BLAW 431, ENTR 310, ENTR 440, ENTR 605, FIN 620, FIN 860, IB 333, IB 601, MGMT 662, MGMT 680, MKT 300, MKT 403, MKT 607, MKT 608, and MKT 609. Written Communication are assessed in ACCT 320, ACCT 620, BLAW 431, DS 350, ECON 201, ECON 202, ECON 800, ENTR 310, ENTR 440, ENTR 605, FIN 620, IB 333, IB 600, IB 601, MGMT 360, MGMT 430

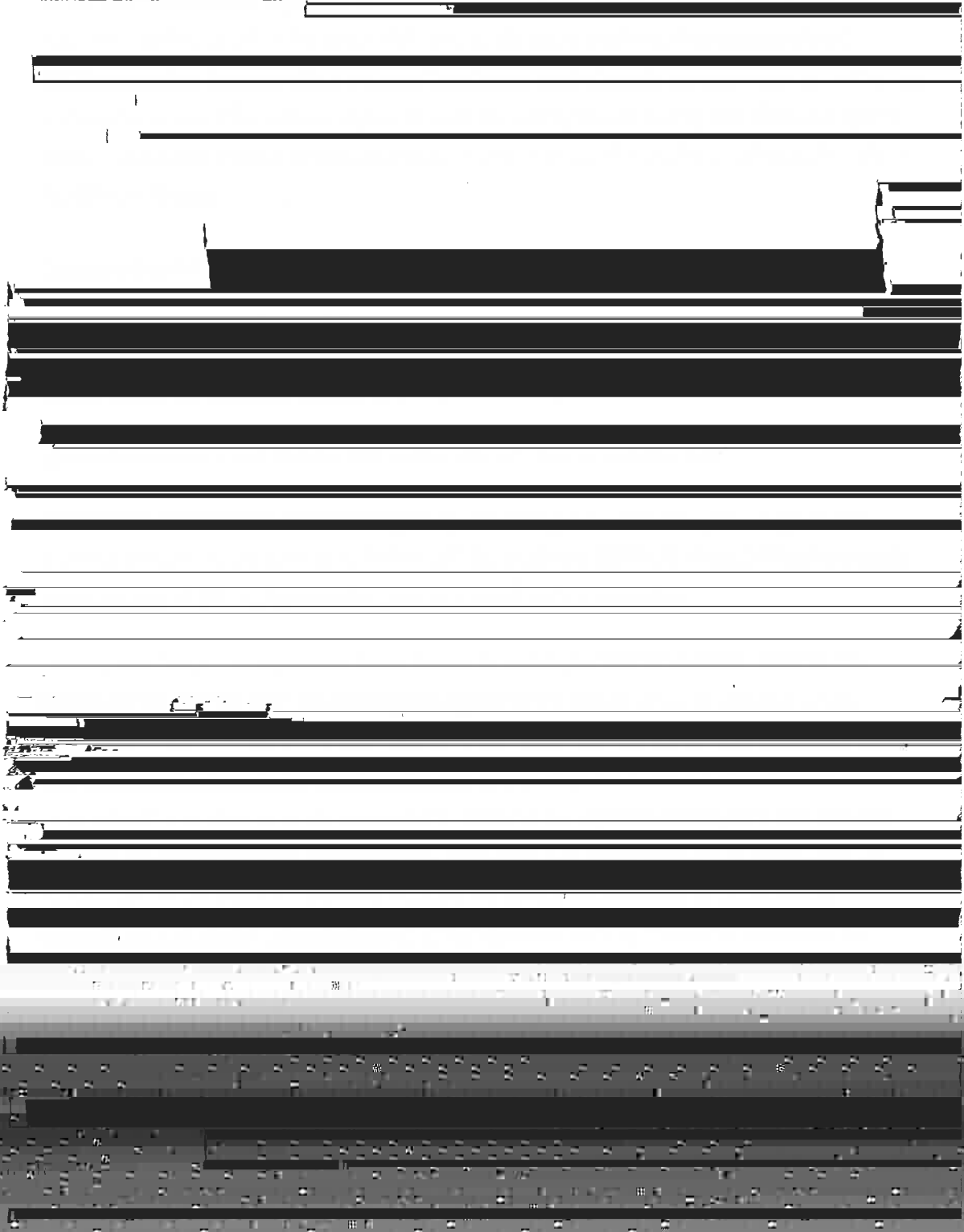
Oral communication is assessed on six dimensions:

performance on most dimensions, discussion with faculty and employers leads to the conclusion

that Barton School students need improvement in their oral and written communication

skills. The Barton School is working with the Elliott School of Communication on the development of a business communication course; such a course is part of the Barton School's Strategic Plan.

a new course for the Barton School, de-emphasizing formal logic and stressing critical thinking skills. The new course is expected to be available for the Fall 2016 semester. One conclusion





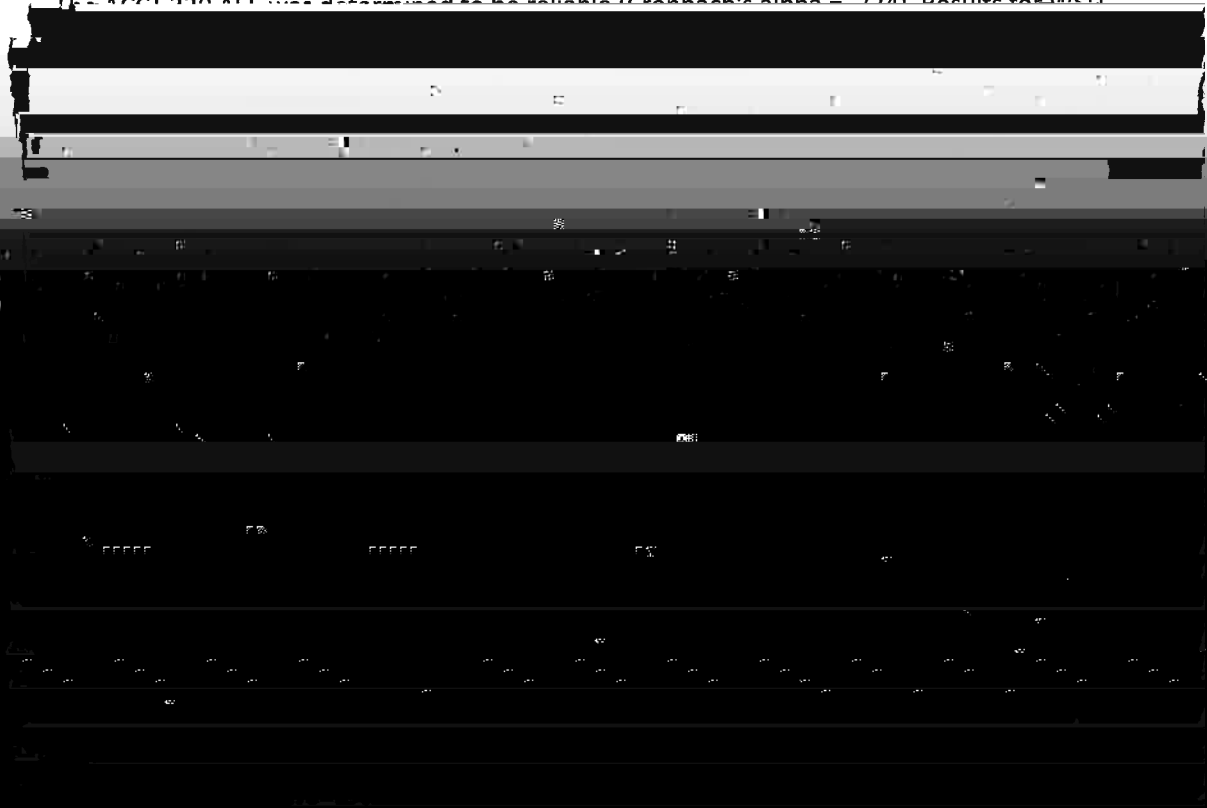




**ACCT 220:**

Review of ACCT 220 ASE

Results of meeting with instructors: The ACCT 210 ASE item analysis results were distributed. The ACCT 220 ASE was determined to be reliable (Cronbach's alpha = .724). Results for WSU



students were satisfactory, with scores increasing over time; no problems were found with the exam itself. No action needed.

**ECON 202:**

Review of ECON 202 ASE: The ECON 202 ASE was found to be flawed: content did not match what is currently being taught in ECON 202, many questions were too obscure, and the test had low reliability. A new ECON 202 ASE was constructed by the appropriate faculty, and administered starting Fall 2015. Will reconvene in Spring 2016 to determine how to address any

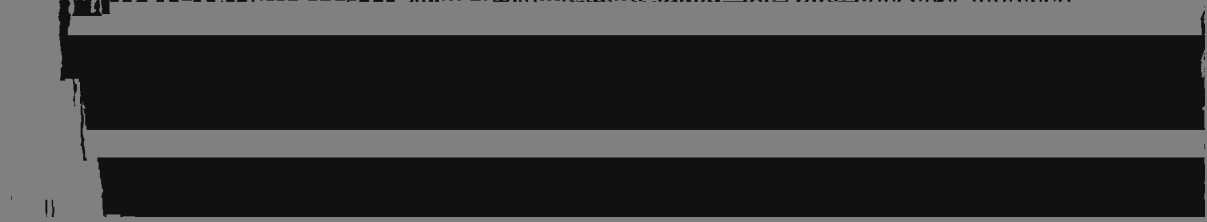


areas of weakness identified from revised Fall 2015 exams.

**ECON 231:**

Review of ECON 231 ASE:

Results of meeting with instructors: The ECON 231 ASE item analysis results were distributed. The ECON 231 ASE was determined to be somewhat reliable (Cronbach's alpha = .611). The exam was found to have multiple questions that did not reflect current course content, and that omitted course content. New questions were added, and some questions modified





Overall scores of WSU students are satisfactory, with an increasing trend. Test results showed that student were generally proficient in creating and interpreting Excel-generated output for specific statistical tests, but were weak at identifying which test to use for specific situations.

Additional homework assignments and lecture time will be devoted to choosing which statistical test to use during Spring 2016, with results evaluated in AY2017.

**ENGL:**

The ENGL 155 is a variant of the common grammar spelling punctuation (GSP) test. The

Where Assessed: Core Courses (BIAW 431, DS 350, ENTR 310, FIN 340, IR 333, MGMT 360, MIS

395, MKT 300)

When assessed: Every time course is taught, in all sections

Assessment Instruments: Course-embedded assessment within each course.

**Results and Closing the Loop for Each Course:**

*BIAW 431/ Legal Environment of Business:*

*Learning Goals:* The purpose of the course is to provide students with general knowledge of

**Assessment Scale:** For each of the learning goals each student is assessed as follows: Exemplary for answering all three questions correctly; Acceptable for answering two questions correctly; and Unacceptable for answering one or zero correct answers. The target is for at least 70% of the students to achieve the Exemplary level for each goal and to have no more than 15%

of the students in the Unacceptable range for each goal

[REDACTED]

...to be consistent with other medical performance across the sections. Part of

[REDACTED]

[REDACTED]

[REDACTED]

last three questions reflect objective 3. For each learning objective, the following definitions were adopted:

**Exemplary (E):** all three questions are answered correctly

**Acceptable (A):** two questions are answered correctly

**Not Acceptable (N):** one question or no question is answered correctly.

This process has been developed during Spring 2007. No changes have been suggested to the instrument since then.

**REVIEW PROCESS**

At the end of each semester, the lead instructor collects the assessment data from instructors

The improvement in Objective 1 and Objective 2 during this reporting

[REDACTED]

period seems to be explained by the data obtained from sections taught online.

- The low performance in Objective 1 and Objective 2 still is a concern of us in sections taught face-to-face.

[REDACTED]

- Objective 1: Students should understand basic entrepreneurial processes including entrepreneurial motivation, creativity, innovation and competencies.

- Objective 2: Students should understand adding value for customers, target

- Objective 3: Students should understand how to plan and implement

Incidentally, when Dr. Broberg has taught ENTR 310 in a pre-session class over the summer the

[REDACTED]





Spring 2013	70.9%	21.7%	7.4%
Fall 2013	68.0%	15.7%	16.2%
Spring 2014	74.4%	16.1%	9.4%
Fall 2014	84.0%	10.2%	5.8%
Spring 2015	79.1%	18.1%	2.8%

**Objective 2 (Cost of capital and equity valuation)**

	<u>Exemplary</u>	<u>Acceptable</u>	<u>Unacceptable</u>
Fall 2012	64.8%	20.7%	14.5%
Spring 2013	62.2%	22.1%	15.7%
Fall 2013	76.6%	17.8%	5.6%
Spring 2014	71.7%	22.2%	6.1%
Fall 2014	74.9%	18.2%	6.9%

[REDACTED]

[REDACTED]

***IB 333 (International Business):***

[REDACTED]

[REDACTED]

1. Demonstrate knowledge of the dynamics of globalization and resulting issues for [REDACTED]

[REDACTED]

**Assessment Results:**

Learning Goal	2013	2014
1. Demonstrate knowledge of the dynamics of globalization and resulting impact on international business	78.68%	81.20%
2. Understand basic elements of culture, political economy, and ethical issues as they impact international business	72.98%	69.19%
3. Demonstrate knowledge of international trade theories and practices	60.01%	53.73%

[REDACTED]

In Spring 2015, the MGMT 200 instructors met to review assessment information. Based on the

[REDACTED]

results, they decided to take no new action. But they decided to modify the assessment metrics to facilitate the assessment process. The target for each learning objective as modified to the following: "At least 70% of students will achieve an acceptable score (at least 3/4 questions

[REDACTED]

**MIS 395 (Management of Information Systems):**

At the Barton School of Business, except for the MIS major, we strive to

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MIS 395 (2014) - Goal #1

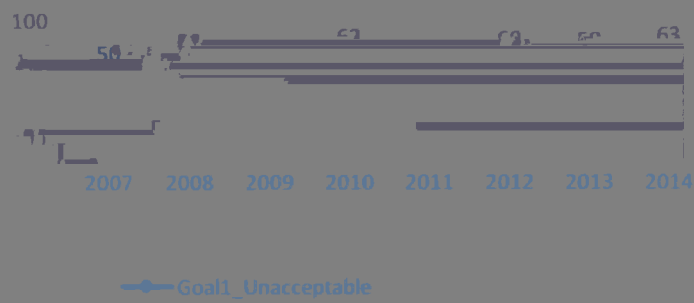


Figure 1: Non MIS major assesement results (Goal #1)



Figure 2: Non MIS major assesement results (Goal #3)

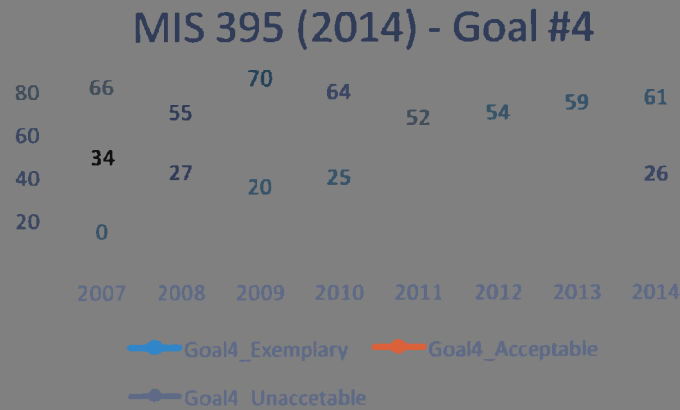
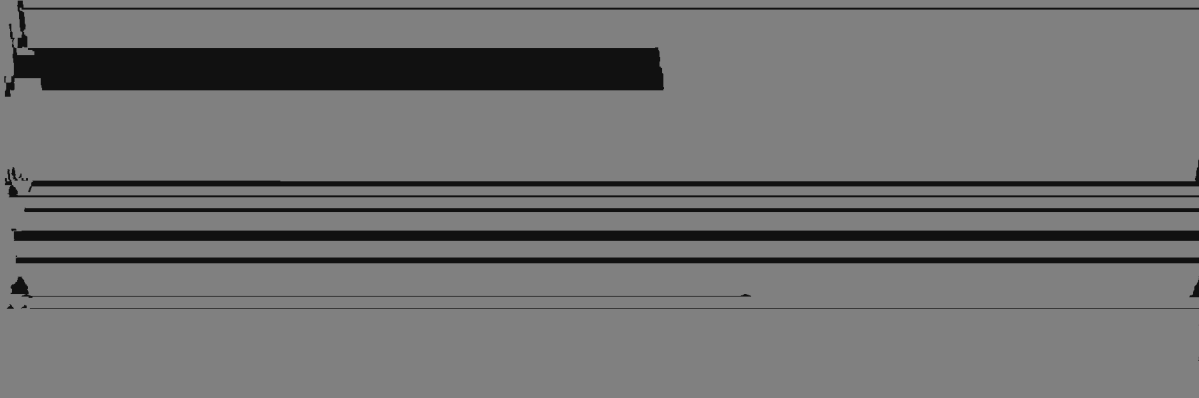


Figure 3: Non MIS major assesement results (Goal #4)




**Table 1: Assessment Results for 2014 Academic Year**



	Goal #1	Goal #3	Goal #4
<b>Exceeds</b>	184	104	178
	26%	64%	26%

<b>Acceptable</b>	77	187	77
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Textbook was replaced by a less-technical, more-strategic textbook. This is consistent with the current trend in general MIS classes.

<b>Percent</b>	26%	64%	26%
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<b>Unacceptable</b>	32	2	38
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detailed analyses of the role that information systems have played in the current financial crisis.

2009

- Adopting new edition of the textbook was adopted for fall semester.
- A new project was assigned. This homework required students to design a detailed IT/IS solution for a fictional company to help students develop a better working understanding of MIS.

2010

- A new homework assignment was given. Students are required to develop a data-

- Adopting a new book
- A new homework assignment was given. Students are required to develop an activity diagram. This will assist students in assessing whether the IT department

understands information they have provided.

- Adding online sections
- Adding a topic on gamification
- Adding two new homework assignments. For the first assignment, students were required to develop a use case diagram so that they can assess whether the IT

understands information they have provided.

2011

- The IT/IS Design project was modified to allow students to design a solution for any type of company.

2012

2. Develop an understanding of the role that marketing plays in the management of global

[Redacted area]

domestically and internationally.

3. Recognize the ethical ramifications of marketing decision making in a global context and understand the responsibilities that marketing decision makers have regarding the best

[Redacted area]

interests of both domestic and global societies.

**Tabulation of Assessment Results**

Semester	N of students	Exemplary	Acceptable	Unacceptable

## and Written Communication

### Assessment Results:

N	Appropriate Style			Logic and Organization		
	Unacceptable	Acceptable	Exemplary	Unacceptable	Acceptable	Exemplary
36	9.0%	62.5%	2	12.7%	60.9%	26.4%
34	0.0%	52.9%	4	0.0%	58.8%	41.2%
54	3.7%	44.4%	5	1.9%	53.7%	44.4%
13	11.5%	59.7%	2	10.6%	54.8%	34.5%
280	23.8%	54.1%	2	21.2%	55.6%	23.2%
322	14.6%	67.2%	1	15.8%	64.6%	19.5%

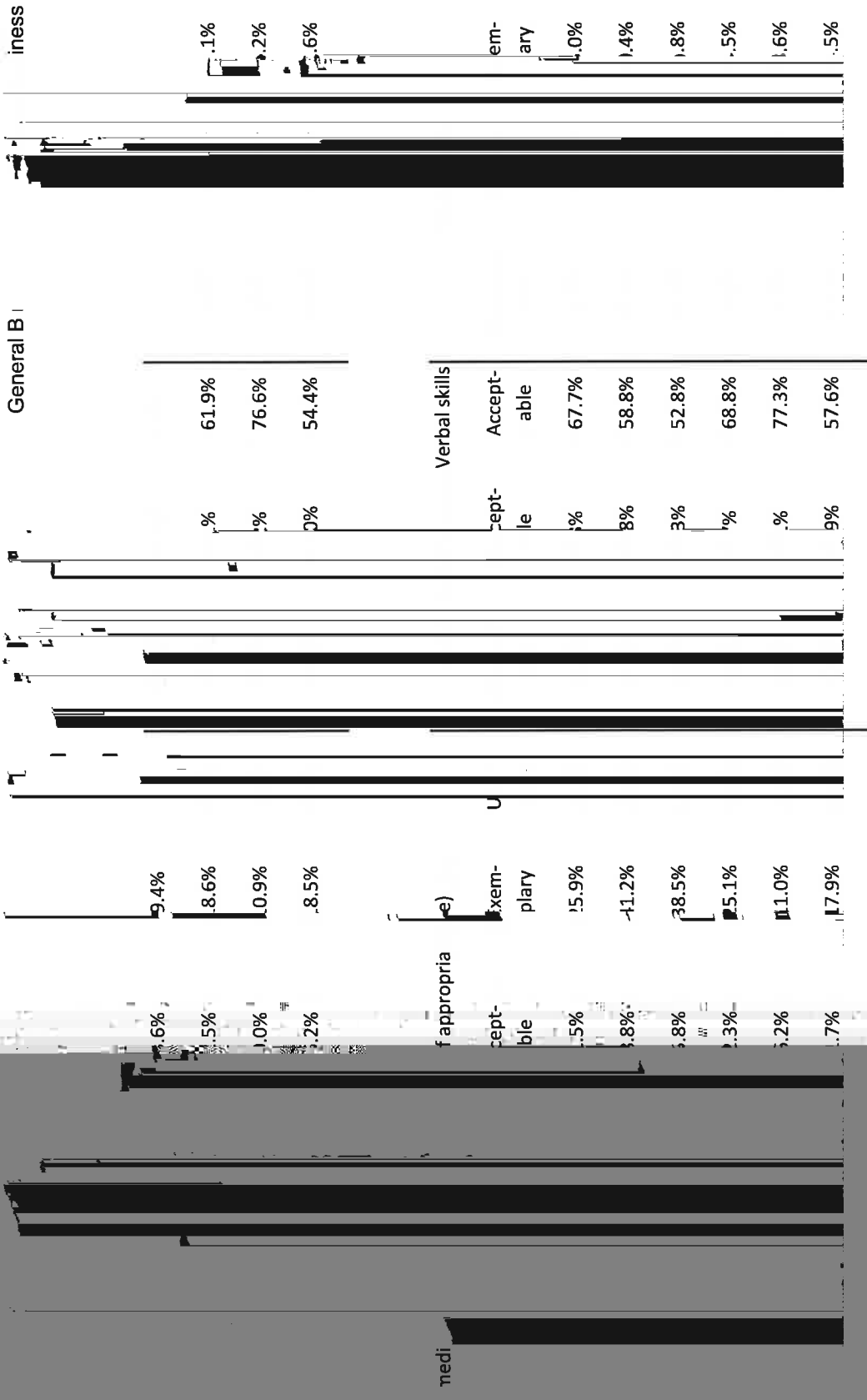
N	Spelling and Grammar			Use of Language		
	Unacceptable	Acceptable	Exemplary	Unacceptable	Acceptable	Exemplary

General Business

536	7.0%	25.4%	9.7%	19.7%	19.5%
34	14.7%	41.2%	8.8%	52.9%	38.2%
54	24.1%	31.5%	11.1%	64.1%	27.8%
313	7.3%	16.8%	8.8%	75.3%	17.9%
280	20.8%	20.9%	27.0%	54.9%	18.1%
322	18.8%	14.6%	22.2%	60.8%	17.0%

Client Results:

Audience interaction (in %)		Organization (not for group presentation)	
Unacceptable	Acceptable	Unacceptable	Exemplary
FL12 8.4%	64.4%	2.4%	73.4%
			24.2%
			12.1%



ary	gently, gically with nnects them ositions. Clear luction and
	th fluency, standard balancing a e structures
	illy error-free g and

**appropriate** The writing style is not appropriate for the specific assignment (too casual, too formal, etc.)

The writer's decisions about focus, organization, style, and content sometimes interfere with the purpose of the specific assignment.

The writer has made good decisions about writing style so as to achieve the purpose of the specific assignment.

The writer's decisions about writing style are fully appropriate for the specific assignment.



**Exemplary**

statement	Has a clear opening
1.	statement that catches
2.	audience's interest. Stays
3.	focused throughout.
4.	Conclusion is very well
5.	documented and persuasive.
6.	Student is very well prepared
7.	for presentation
8.	Excellent delivery. Modulates
9.	voice, projects enthusiasm,
10.	interest, confidence.

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### Learning Goal 3: Analytical Thinking

#### Assessment Results:

The Business School started writing the Watson-Cramer appraisal in Spring 2007. From then

through Summer 2012, the work of the department for the last AACSB report, there was a

sample), while the minimum score for Acceptable is 53 correct (25th percentile on norming sample). Students who took PHIL 125 average at the 45th percentile, while students who didn't

take PHIL 125 average at the 35th percentile.

Since Fall 2012 Barton School students have been taking the Watson Glaser in BADM 101 (for

### Watson-Glaser: Mean Score by Semester



### Test 1: Inference

#### Directions

An inference is a conclusion a person can draw from certain observed or supposed facts. For example, if the lights are on in a house and voices can be heard coming from the house,

it is probably true that people are in the house. In this test, each exercise begins with a statement of facts that you are to regard as true. After each statement of facts you will find several possible inferences—that is, conclusions that some persons might draw from the stated facts. Examine each inference separately, and make a decision as to its degree of truth or falsity.

For each inference you will find spaces on the answer sheet labeled T, PT, ID, PF, and F. For each inference make a mark in the space that indicates the degree of truth or falsity that you believe it to have.

**T** is TRUE; that it is more likely to be true than false.

**PT** is PROBABLY TRUE; that it is more likely to be true than false.

**ID** is INDETERMINATE; that you cannot tell whether it is true or false.

**PF** is PROBABLY FALSE; that it is more likely to be false than true.

**F** is FALSE.

#### Examples

The following are examples of exercises from the test.

1. The lights were on in the house and voices were heard coming from the house.
2. The television was on in the living room.
3. The television was on in the dining room.
4. The television was on in the kitchen.
5. The television was on in the bedroom.

#### Test 1: Inference

	T	PT	ID	PF	F
1.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

attended a recent weekend student conference in a Midwestern city. At this conference, the topics of race relations and means of achieving lasting world

peace were discussed.

The speaker was a well-known authority on the subject of world peace.

The speaker was a member of the National Student Association.

The speaker was a member of the National Student Association.

The speaker was a member of the National Student Association.

### Test 2: Recognition of Assumptions

#### Directions

An assumption is something presupposed or taken for granted.

Blank writing area for Test 2.

granted or assume that you will be alive in June, that your

Blank writing area for Test 2.

### Test 3: Deduction

#### Directions

In this test, each exercise consists of several statements (premises) followed by a correct or incorrect conclusion. For the purposes

Blank writing area for Test 3.

of this test, consider the statements in each exercise as true without

Blank writing area for Test 3.

### Test 4: Interpretation

#### Directions

Each passage below consists of a short paragraph, followed by

### Test 5: Evaluation of Arguments

#### Directions

Each passage below consists of a short paragraph, followed by

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Test 4  
Conclusion

- 
- 

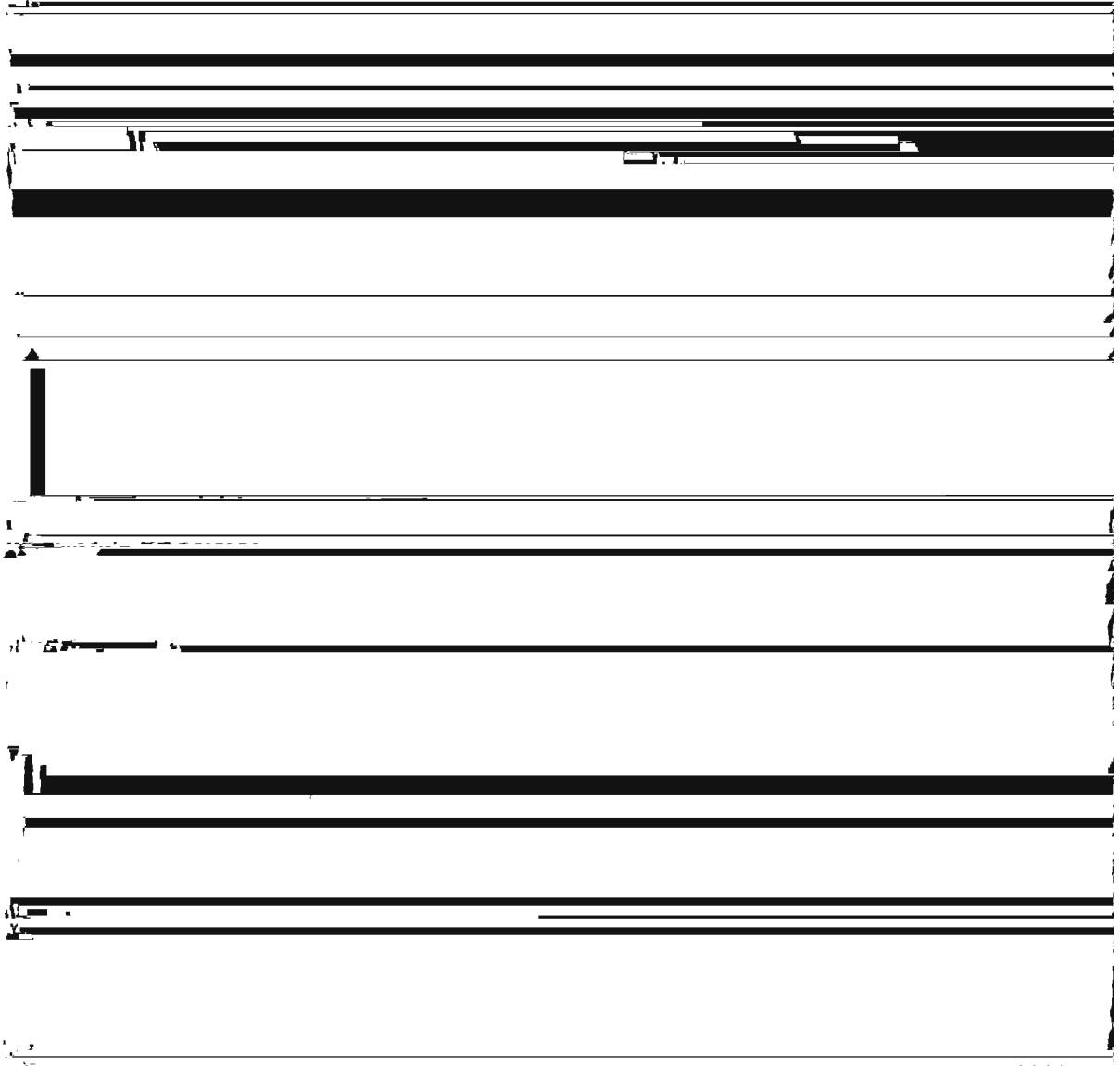
Weak

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several suggested conclusions.

to be able to distinguish between arguments that are strong

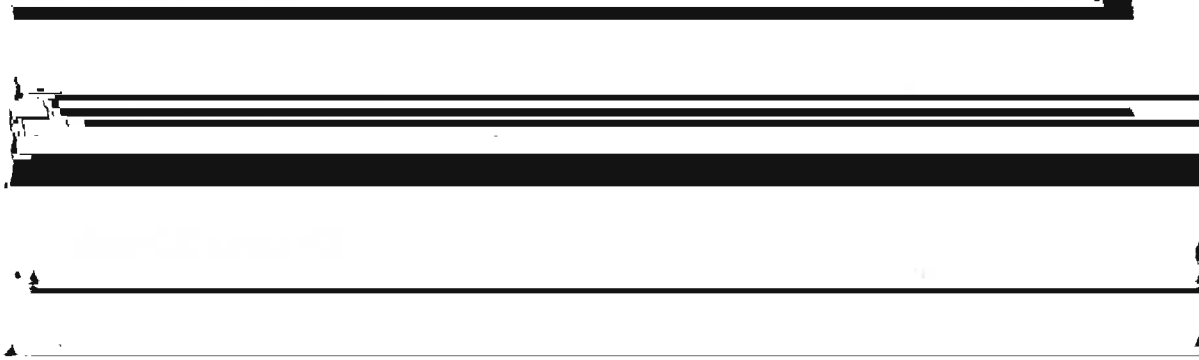




**Assessment Results**

PHIL 306 Business Ethics has been a Barton School graduation requirement since Fall 2013. The \_\_\_\_\_

assessment exam has been given in MGMT 681 every semester since Fall 2013. As of the end of Spring 2015, only four students who have completed PHIL 306 have taken the assessment; three

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Taking PHIL 306 semester of assessment

N = 3

A table with multiple rows and columns, all of which are completely redacted with black bars.

Ethics Assessment Quiz

typically shares the wealth when demand is too high to satisfy all their customers.  
Bill tells Joe that it would be wrong for him to send sales leads to Bestco because it would violate his employment contract.  
Carrie tells Joe that it would be okay for him to send sales leads to Bestco because Joe's

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e. Edwina's

5. Which friend's advice is based on legal grounds rather than ethical grounds?

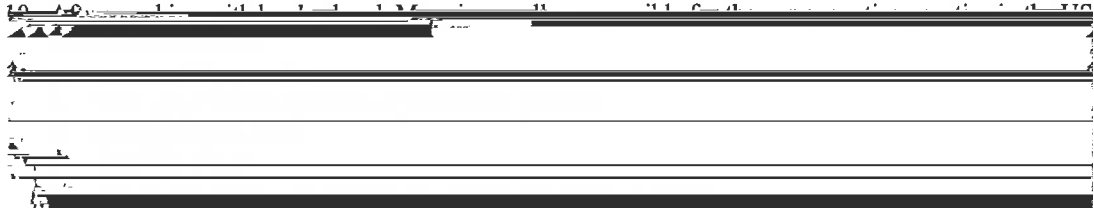
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Answer:

Mary is a new human resources specialist for Ajax Corp. Ajax is a privately owned, third-generation family business based in Kabukistan. Mary was hired to handle the human resources functions for the company's growing United States division which employs 500 employees. Last week, when analyzing the division's payroll, she learned that 92 percent of the women who worked for the company in the US were compensated less than male employees who were in similar jobs. When she contacted Ajax's HR department at company headquarters in Kabukistan, she was told that the company strove for fair compensation practices. Ajax often paid higher wages to men than women because Ajax's male

6. The Ajax headquarters human resources representative believes that the company's compensation practice is fair. This sense of fairness is based on the idea that:
  - a. individuals should be compensated in proportion to the amount that they contribute



Five years ago, MegaCorp, a US company that is the low-price leader in the worldwide widget market, outsourced the manufacturing of its primary product, the Mega Widget. Since then two companies, Beta (located in China) and Gamma (located in Sierra Leone), have manufactured the Mega Widget. Since outsourcing, MegaCorp has insisted that its suppliers comply with the "work hour rules" that had been in place when MegaCorp produced the Mega Widget in-house. These rules stipulate that all assembly line employees be given a 15-minute break for every 180 minutes worked, and that the employees not be

11. The Mega Corp CEO's ethics regarding wages can be characterized as
- a. deterministic
  - b. universalistic
  - c. relativistic
  - d. monolithic
  - e. absolutist

belief that everyone should be allowed to be healthy and that overworking employees compromises their health. In terms of the wages that Beta and Gamma pay their employees, however, MegaCorp has a

15. Which one of the CEO's beliefs is not based on moral grounds?

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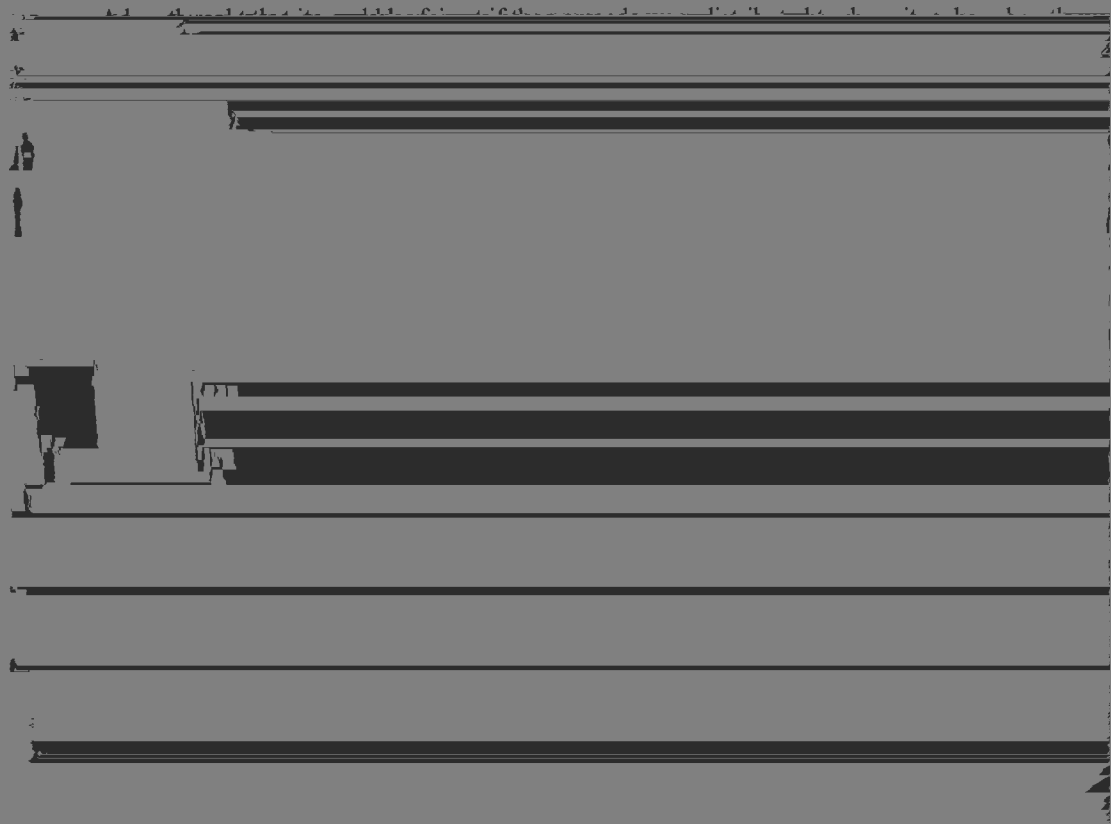
In November, the Third District Court found the investment company of Dewey, Cheetum, and Howe

(DCI) guilty of operating a Ponzi scheme. The company had, for years, falsely indicated that deposits/

funds were invested in medium and high cap company stocks and that DCI earnings were consistently 50

16. Who is ethically responsible for the harm caused by the Ponzi scheme?
  - a. Adriana
  - b. Bob
  - c. Chet
  - d. Adriana and Bob
  - e. Bob and Chet
17. Chet's explanation that more harm would come from not falsifying the company's investment records than from falsifying them reflects what type of ethic?
  - a. utilitarian
  - b. care
  - c. virtue
  - d. justice
  - e. rights

After DCH was found guilty, the court ordered that the company's assets be liquidated and the proceeds



amount of money deposited. The largest depositors should receive the greatest amount of the proceeds.

Reth thought that it would be fairest if the proceeds were distributed to depositors based on the age



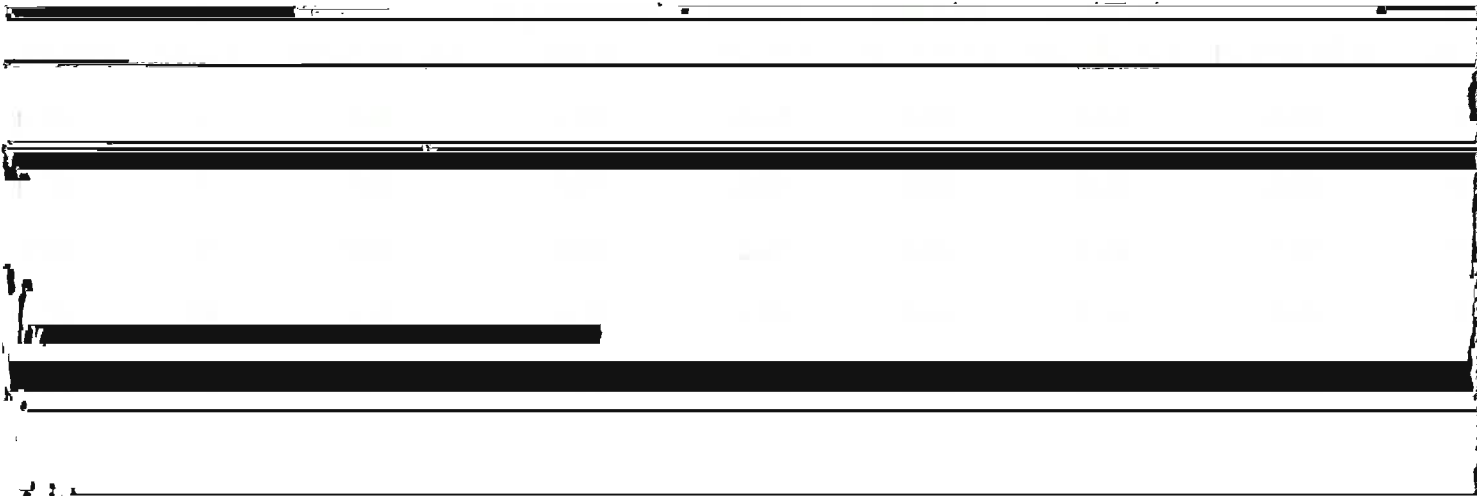
## Learning Goal 5: Teamwork

### Teamwork Rubric

Criteria	4	3	2	1
1. Teamwork				
2. Teamwork				
3. Teamwork				
4. Teamwork				
5. Teamwork				
6. Teamwork				
7. Teamwork				
8. Teamwork				
9. Teamwork				
10. Teamwork				
11. Teamwork				
12. Teamwork				
13. Teamwork				
14. Teamwork				
15. Teamwork				

### Teamwork Assessment Results Since Fall 2012

#### Scores by Semester



Semester	classes	Overall average	Ability	tiveness	& Creativity	Contribution	Dependability	Qua
FL12	7	2.68	2.67	2.76	2.65	2.66	2.66	2.
FL13	2	2.86	2.77	2.88	2.79	2.83	2.92	2.
SP14	6	2.73	2.72	2.77	2.71	2.73	2.67	2.
FL14	12	2.73	2.78	2.84	2.76	2.76	2.74	2.
SP15	12	2.69	2.70	2.79	2.69	2.69	2.60	2.

FL14

Barton School of Business

General Business

FL12	7	Exemplary	71.1%	78.6%	69.9%	69.7%	70.7%
		Acceptable	25.1%	18.8%	25.4%	26.9%	24.2%
		Unacceptable	3.8%	2.6%	4.7%	3.4%	5.1%
FL13	2	Exemplary	80.7%	88.4%	80.7%	84.8%	93.2%
		Acceptable	15.9%	11.0%	17.9%	13.1%	6.2%
		Unacceptable	3.4%	0.7%	1.4%	2.1%	0.7%
SP14	6	Exemplary	75.5%	80.3%	73.4%	74.6%	69.5%
		Acceptable	20.9%	16.6%	24.6%	23.5%	27.7%
		Unacceptable	3.6%	3.2%	2.0%	1.9%	2.8%
FL14	12	Exemplary	80.8%	86.6%	79.0%	79.8%	80.5%
		Acceptable	16.0%	11.2%	18.5%	16.2%	12.5%