

**Annual Report on the Measurement of Student Learning Outcomes
For Ongoing Program Improvement**

Haworth College of Business

David Shields, Dean

August 1, 2008

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**Annual Report on the Measurement of Student Learning Outcomes
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Haworth College of Business

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August 1, 2008

This report contains information on measurement of student learning outcomes for each of the six departments housed in the HCOB (Accountancy, Business Information Systems, Finance and Commercial Law, Management, Marketing, and Military Science) as well as the interdisciplinary Integrated Supply Matrix Management program. As recommended by the Office of Institutional Effectiveness, the Dean's report contains responses to the following items:

1. Based on the evidence provided by the departments/units, evaluate unit-by-unit the implementation and use of assessment data in improving programs.

Information on this item pertaining to each department/major is reported on Pages 6-13.

2. Based on your evaluation of unit implementation, what exemplars of best practice do you find?

Information pertaining to each department/major is reported on Pages 6-13.

3. Please indicate which departments, according to their assessment impact reports, have reviewed and revised their plans and are prepared for UASC review in 2008-09, 2009-2010, and 2010-11, respectively.

2008-09 Department of Marketing
 Department of Military Science

2009-2010 Department of Finance and Commercial Law
Department of Accountancy

2010-2011 Department of Business Information Systems
Department of Management

4. *In what ways has the college addressed those challenges cited in the January 10, 2008, letter from the provost to the dean?*

- a. In accordance with the Provost's recommendations, emphasis has been shifted from indirect measures of assessment (such as surveys) to direct measurement of learning. In preparation for a forthcoming visit from our accrediting body, the AACSB, the college has prepared a rubric for assessment of learning at the BBA and the MBA level. Learning objectives have been approved, courses in which each objective is to be met have been identified, and metrics for measurement have been selected by faculty. Data collection is underway.
- b. The chair of the college assessment committee (Dr. Muhamad Razi) is scheduled to attend the AACSB Assessment Seminar, in order to stay current with recent assessment practices.
- c. The Provost has recommended engaging students in assessment-related discussions. The college has a Student Leadership Advisory Board consisting of the leadership of all Registered Student Organizations in the college. The Board meets monthly with the Dean, provides valuable student views of the programs and facilities in the college, and serves as a venue for vetting future curriculum changes.

5. *What evidence is there to show that during 2007-08 the college, through allocation of its resources, supported the work of faculty colleagues in assessing student learning? In what other ways did the college foster a culture of assessment?*

The Haworth College is firmly committed to continuous improvement of the quality of business education. Assessment of student learning is an important input in the process of continuous improvement. The items below highlight the steps taken to foster a culture of assessment at the College:

- a. A College Assessment Committee, which is a standing committee consisting of faculty representatives from each department, facilitates the process of assessment, measures

student learning outcomes and suggest improvements for future measurement of student learning.

- b. Although student satisfaction, by itself, is not a direct measure of learning, it is instructive to compare student satisfaction at the HCOB with our peer, aspirant and competitor business schools. Student satisfaction surveys, prepared by Educational Benchmarking Inc. (EBI) are given to exiting students at the undergraduate and graduate level, each semester. These surveys provide regular feedback to College Administration on the level of student satisfaction with academic programs.
- c. External input on student learning is obtained at the College level via the College Advisory Council, which meets at least twice a year. At these meetings, the Dean presents recent developments in the Business College to Council members, and requests input from the Council on ways to improve further the learning experience at the College. Most of the Council members are alumni, employers of our students, or both. Their advice is very valuable to the College as we work on continuous improvement of our programs. At the departmental level, department and program advisory councils provide valuable input on academic majors and minors.
- d. In response to input received from stakeholders, the college has proposed some curriculum changes pertaining to new standards for admission to the BBA program and a new minor in business. These changes are expected to improve the quality of educational programs in the college.
- e. Faculty and administrators who are directly involved in measurement of learning outcomes are encouraged to attend assessment seminars in order to keep them up to date with recent developments in the area.
- f. Maintenance of AACSB accreditation requires that data on student learning be compiled and evaluated on a regular basis. In addition, the use of this data in the process of continuous improvement needs to be demonstrated. This helps to foster a culture of assessment in the college.
- g. Several student surveys have shown that career and placement services available to business students do not, at present, meet their needs. In response to frequent student requests, the College has established an in-house Career Services Center. Funding for the center was made possible by the efforts and contributions of the Senior Leadership Cabinet, a group of influential individuals who help the college to identify and fund growth opportunities. This is very visible evidence of how assessment of student needs shapes the priorities of the Business College.

- 6. *For 2008-09 at the college level, what are the goals for supporting departments in implementing their departmental assessment plans, and what are the expected outcomes?***
- a. Departments within the college are encouraged to elect their assessment committees early in the academic year, and to engage in continuous dialog on measurement of student learning. The expected outcome is regular updating of assessment plans.
 - b. Faculty are encouraged to apply for grants, both internal and external, which involve assessment of student learning outcomes.
 - c. Shortage of faculty resources is a major constraint in implementing college and department academic plans. This shortage is particularly acute in the departments of accountancy and marketing. The attainment of outcomes would depend on the extent to which this issue is addressed.

**Annual Report on the Measurement of Student Learning Outcomes
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Memorandum from HCOB Dean to the WMU Provost

August 1, 2008

*Department of Accountancy
Major-Accountancy
Master of Science in Accountancy*

- a. The Department Assessment Plan was approved in November 2004. Based on findings from assessment data, the department decided to raise minimum grade requirements for entry to several junior level accountancy courses. Further, following discussions with the Accountancy Advisory Council, a Special Topics course was introduced.

- b. Information collected in the process of assessment needs to be examined by the appropriate faculty committees to gauge progress towards attaining student learning objectives, in Fall 2008. This process is an integral part of the preparation for maintenance of AACSB accreditation for programs in Accountancy. The faculty need to be commended for initiating discussions on including ethics, as well as global applicability of accounting standards, into the curriculum.

**Annual Report on the Measurement of Student Learning Outcomes
For Ongoing Program Improvement**

Memorandum from HCOB Dean to the WMU Provost

August 1, 2008

***Department of Marketing
Major in Advertising and Promotion***

- a. The Department Assessment Plan was approved in February 2004. The clarity of student learning outcomes is commendable. Based on the information provided in the department assessment impact report, it appears that the department is following up on its assessment plan for the major. The plan is being implemented and assessment data is being used as recommended.
- b. The department needs to continue to develop a student exit survey, manage student enrollment, and maintain an alumni database.

***Department of Marketing
Major in Food & Consumer Package Goods Marketing***

- a. Course content is being updated and ties to the business community continue to be built. The annual Food Marketing Conference is a commendable event.
- b. The alumni survey instrument is being updated. An exit survey of students also needs to be established.

***Department of Marketing
Major in Marketing***

- a. Course content continues to be updated with a view towards improving global content.
- b. Full implementation of the assessment plan requires incorporation of the findings (particularly those pertaining to global marketing) in the classroom.

***Department of Marketing
Major in Sales & Business Marketing***

- a. A web-based alumni survey was administered to over 450 alumni. Student participation in a national sales contest continues has yielded good results.
- b. An advisory board needs to be established, and a plan needs to be developed to manage student enrollment in the major.

**Annual Report on the Measurement of Student Learning Outcomes
For Ongoing Program Improvement**

Memorandum from HCOB Dean to the WMU Provost

August 1, 2008

***Department of Management
Major in Human Resources Management***

- a. External validation for learning outcomes in the HR major is provided by tying assessment to the Society for Human Resource Management (SHRM) certification.
- b. The formation of an HRM Advisory Council would help to put in place a forum to obtain input on a regular basis on developments in the profession and knowledge and skills sought by employers.

***Department of Management
Major in Management***

- a. External evaluation of the major was done in March 2008 by Dr. Jim Davis (Notre Dame University). His comment that the program is positioned very competitively in the market has been noted. Further, the department needs to be commended for the use of experiential learning to develop student competencies.
- b. Data collection needs to be stepped up to evaluate progress towards the attainment of specified outcomes.

**Annual Report on the Measurement of Student Learning Outcomes
For Ongoing Program Improvement**

Memorandum from HCOB Dean to the WMU Provost

August 1, 2008

***Integrated Supply Matrix Management Program
ISM Major***

- a. This is a successful interdisciplinary program that continues to be in high demand from students and student employers. New technology is being used for learning and for pedagogical purposes. The attainment of learning objectives is measured regularly via feedback from students, alumni, and the program executive council.

- b. Faculty who teach in the program are encouraged to put together a formal assessment plan using the standard WMU format. Many of the elements of this plan are already in place. The plan should formalize the process of data collection, the criteria for determining whether progress is satisfactory, and the feedback loop for continuous improvement.

**Annual Report on the Measurement of Student Learning Outcomes
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Memorandum from HCOB Dean to the WMU Provost

August 1, 2008

*Department of Business Information Systems
Major in Computer Information Systems
Major in Technology & Information Management
Major in eBiz Design*

- a. A common assessment plan is used for all three majors. In addition, a separate assessment plan is used for the minor in Business Communications. The department has undertaken several curriculum changes in response to feedback received from stakeholders.
- b. Data collection needs to be stepped up. Surveys need to be done for classes that are listed in the assessment plan, but have not been surveyed. The input collected from stakeholders needs to be processed with a view to continuous program improvement.

*Department of Business Information Systems
Minor in Business Communication*

- a. The assessment focuses on learning objectives for two required business courses: BCM 1420 and BUS3700.
- b. Data collection on an ongoing basis for BCM 1420 and BUS 3700 needs to continue..

**Annual Report on the Measurement of Student Learning Outcomes
For Ongoing Program Improvement**

Memorandum from HCOB Dean to the WMU Provost

August 1, 2007

*Department of Military Science
Minor in Military Science*

- a. Learning outcomes are clearly specified and assessed using a range of methods. Risk management is incorporated into all classes. Any deficiencies in student learning identified in last year's report have been addressed. The Department has done a comprehensive and thorough job with assessment of student learning outcomes.
- b. The department is expected to maintain its focus on development of leadership and character. Command Inspection in 2009 will revalidate internal policies and procedures.

**Annual Report on the Measurement of Student Learning Outcomes
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Memorandum from HCOB Dean to the WMU Provost

August 1, 2008

*Department of Finance and Commercial Law
Major-Finance
Major-Personal Financial Planning*

- a. Three sources of information were used to assess learning in the Finance and the Personal Financial Planning Majors. These were: EBI surveys, Student Learning Objectives Surveys and Internship Employer Surveys. The findings were presented at faculty meetings and at a meeting of the FCL Advisory Council. To improve the response rate for internship employer surveys, a decision was made by department faculty to incorporate the survey as part of feedback from employers at the end of each internship.
- b. To attain full implementation of the assessment plan, the department should step up data collection on student surveys and go ahead with alumni surveys. Findings from assessment data should be used to guide curricular and course delivery changes.

Department of Accountancy
Assessment Report
July 22, 2008

Question 1

What specific actions were taken as a result of assessment data? In particular, how have academic programs or courses been affected?

Specific actions taken as a result of assessment data include revising the gpa requirement for admission to specific upper-level ACTY courses and adding a Special Topics course. Beginning with students entering WMU under the fall 2008 catalog students must have a minimum grade of 2.5 in ACTY 2100 and a minimum grade of 2.5 in ACTY 2110 to enroll in ACTY 3100, ACTY 3220, or ACTY 3240.

A Special Topics course was recently approved. Assessment activities which contributed to this curriculum change include discussions with the Department of Accountancy Advisory Council members and prominent alumni with the International Accounting Standards Board and major CPA firms.

Question 2

What specific actions remain to be taken? By what date?

Accounting rule-making bodies such as the FASB and SEC continue to discuss the issue of whether companies whose securities are traded on the NYSE should be allowed to use International Financial Reporting Standards (IFRS). Allowing companies to use IFRS would have implications for specific accounting courses such as ACTY 3100, ACTY 3110, and ACTY 4110. A related issue is whether a specific course should be included in the curriculum to cover IFRS material. Most likely the SEC will issue a pronouncement regarding the use of IFRS in the next few months. We will continue to examine how our curriculum should be revised in response to such a pronouncement. We will also continue to examine the best approach for including ethics in the Accountancy curriculum.

Question 3

What changes, if any, were made to the departmental-level plan since July 1, 2005?

The assessment plan to determine if the AICPA's core competencies have been achieved by students was revised and streamlined. When achievement of the core competencies was first adopted as the objective of the BBA in Accountancy program, each faculty member agreed to assess several competencies in each course. It became apparent quickly that the amount of recordkeeping needed to carry out the plan would be unreasonable. As a result, under the revised plan, each competency will be assessed once per year and each faculty member has agreed to assess no more than one or two competencies per semester.

A uniform reporting format was designed for reporting results of the assessment of competencies. Faculty agreed to use the format to report assessment results to the department.

A “map” was developed to link the assessment of competencies to specific courses. The “map” should facilitate reporting of assessment results.

An Assessment Policy was developed and approved by the faculty as part of the recent revision of the Department Policy Statements.

The Department of Accountancy also surveys BBA and MSA alumni to determine their perceptions of whether the learning objectives were achieved. The survey questions are based on the AICPA’s core competencies.

Miscellaneous

Various documents which are used in the assessment process are found in the following pages.

ASSESSMENT OF COMPETENCIES			
BBA in Accountancy Program			
Competency	Course	Assessment Tool	Schedule
Functional Competencies			
Decision Modeling	3100	Assignment	Fall Semester
Risk Analysis	4160	Assignment	Spring Semester
Measurement	3220	Assignment	Fall Semester
Reporting	3110	Assignment	Spring Semester
Research	4240	Assignment	Spring Semester
Leveraging Technology	3130	Assignment	Fall Semester
Broad Business Perspective Competencies			
Strategic/Critical Thinking	4220	Assignment	Fall Semester
Industry/Sector Perspective	4110	Assignment	Spring Semester
International/Global Perspective	4110	Assignment	Spring Semester
Resource Management	3220	Assignment	Fall Semester
Legal/Regulatory Perspective	3240	Assignment	Fall Semester
Marketing/Client Focus	4160	Assignment	Spring Semester
Leveraging Technology	3130	Assignment	Fall Semester
Personal Competencies			
Professional Demeanor	3100	Assignment	Fall Semester
Problem Solving and Decision Making	3240	Assignment	Fall Semester
Interaction	3110	Assignment	Spring Semester
Leadership	4140	Assignment	Fall Semester
Communication	4240	Assignment	Spring Semester
Project Management	4220	Assignment	Fall Semester

Leveraging Technology	4140	Assignment	Fall Semester
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**ASSESSMENT OF COMPETENCIES
BBA in Accountancy**

By Course

Course	Competency
3100	Functional – Decision Modeling Personal – Professional Demeanor
3110	Functional – Reporting Personal – Interaction
3130	Functional – Leveraging Technology Broad Business – Leveraging Technology
3220	Functional – Measurement Broad Business – Resource Management
3240	Broad Business – Legal/Regulatory Perspective Personal – Problem Solving
4110	Broad Business – International/Global Perspective Broad Business – Industry/Sector Perspective
4140	Personal – Leadership Personal – Leveraging Technology
4160	Functional – Risk Analysis Broad Business – Marketing/Client Focus
4220	Broad Business – Strategic/Critical Thinking Personal – Project Management
4240	Functional – Research Personal – Communication

ASSESSMENT OF COMPETENCIES		
BBA in Accountancy		
Schedule of Assessment		
Fall Semester		
Competency	Course	Assessment Tool
Functional Competencies		
Decision Modeling	3100	Assignment
Measurement	3220	Assignment
Leveraging Technology	3130	Assignment
Broad Business Perspective Competencies		
Strategic/Critical Thinking	4220	Assignment
Resource Management	3220	Assignment
Legal/Regulatory Perspective	3240	Assignment
Leveraging Technology	3130	Assignment
Personal Competencies		
Professional Demeanor	3100	Assignment
Problem Solving and Decision Making	3240	Assignment
Leadership	4140	Assignment
Project Management	4220	Assignment
Leveraging Technology	4140	Assignment

ASSESSMENT OF COMPETENCIES		
BBA in Accountancy		
Schedule of Assessment		
Spring Semester		
Competency	Course	Assessment Tool
Functional Competencies		
Risk Analysis	4160	Assignment
Reporting	3110	Assignment
Research	4240	Assignment
Broad Business Perspective Competencies		
Industry/Sector Perspective	4110	Assignment
International/Global Perspective	4110	Assignment
Marketing/Client Focus	4160	Assignment
Personal Competencies		
Interaction	3110	Assignment
Communication	4240	Assignment

ASSESSMENT OF COMPETENCIES			
MSA Program			
Competency	Course	Assessment Tool	Schedule
Functional Competencies			
Decision Modeling	6430	Assignment	Fall Semester
Risk Analysis	6170	Assignment	Summer Semester
Measurement	6100	Assignment	Summer Semester
Reporting	6100	Assignment	Summer Semester
Research	6240	Assignment	Summer Semester
Leveraging Technology	6240	Assignment	Summer Semester
Broad Business Perspective Competencies			
Strategic/Critical Thinking	6430	Assignment	Fall Semester
Industry/Sector Perspective	6170	Assignment	Summer Semester
International/Global Perspective	6210	Assignment	Fall Semester
Resource Management	6220	Assignment	Spring Semester
Legal/Regulatory Perspective	6270	Assignment	Summer Semester
Marketing/Client Focus	6170	Assignment	Summer Semester
Leveraging Technology	6220	Assignment	Spring Semester
Personal Competencies			
Professional Demeanor	6270	Assignment	Summer Semester
Problem Solving and Decision Making	6210	Assignment	Fall Semester
Interaction			
Leadership			
Communication	6240	Assignment	Summer Semester
Project Management	6220	Assignment	Spring Semester

Leveraging Technology			
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ASSESSMENT OF COMPETENCIES**MSA Program****By Course**

Course	Competency
6100	Functional – Measurement
	Functional – Reporting
6170	Functional – Risk Analysis
	Broad Business – Industry/Sector Perspective
	Broad Business – Marketing/Client Focus
6210	Broad Business – International/Global Perspective
	Personal – Problem Solving and Decision Making
6220	Broad Business – Resource Management
	Broad Business – Leveraging Technology
	Personal – Project Management
6240	Functional – Research
	Functional – Leveraging Technology
	Personal – Communication
6270	Broad Business – Legal/Regulatory Perspective
	Personal – Professional Demeanor
6430	Functional – Decision Modeling
	Broad Business Perspective – Strategic Critical Thinking

ASSESSMENT OF COMPETENCIES		
MSA Program		
Schedule of Assessment		
Fall Semester		
Competency	Course	Assessment Tool
Functional Competencies		
Decision Modeling	6430	Assignment
Broad Business Perspective Competencies		
Strategic/Critical Thinking	6430	Assignment
International/Global Perspective	6210	Assignment
Personal Competencies		
Problem Solving and Decision Making	6210	Assignment

ASSESSMENT OF COMPETENCIES		
MSA Program		
Schedule of Assessment		
Spring Semester		
Competency	Course	Assessment Tool
Functional Competencies		
Broad Business Perspective Competencies		
Resource Management	6220	Assignment
Leveraging Technology	6220	Assignment
Personal Competencies		
Project Management	6220	Assignment

ASSESSMENT OF COMPETENCIES		
MSA Program		
Schedule of Assessment		
Summer Semesters		
Competency	Course	Assessment Tool
Functional Competencies		
Risk Analysis	6170	Assignment
Measurement	6100	Assignment
Reporting	6100	Assignment
Research	6240	Assignment
Leveraging Technology	6240	Assignment
Broad Business Perspective Competencies		
Industry/Sector Perspective	6170	Assignment
Legal/Regulatory Perspective	6270	Assignment
Marketing/Client Focus	6170	Assignment
Personal Competencies		
Communication	6240	Assignment

Western Michigan University
Assessment Impact Report
Department: Accountancy

Complete the following for each outcome included in your department assessment plan.

Outcome: (BBA in Accountancy Program) – Help students acquire the skills-based competencies in the AICPA Core Competency Framework.

Tracks: Not applicable

Assessment Plan Review Process:

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Assignment	If mean on each assignment \geq 70%, then students have acquired the skills-based core competencies.	See attachment	Recommendations for Continuous Improvement of the BBA in Accountancy Program.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?

Western Michigan University
Assessment Impact Report
Department: Accountancy

Complete the following for each outcome included in your department assessment plan.

Outcome: (Master of Science in Accountancy Program) – Help students further develop their technical expertise, communication skills, and understanding of the role of accountants in organizations.

Tracks: Not applicable

Assessment Plan Review Process:

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Assignment	If mean on each assignment \geq 70%, then students have acquired the skills-based core competencies.	See attachment	Recommendations for Continuous Improvement of the MSA in Accountancy Program.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?

**DEPARTMENT OF ACCOUNTANCY
BBA in ACCOUNTANCY
ALUMNI SURVEY**

The WMU Department of Accountancy wants to continuously improve the quality of its BBA in Accountancy program. We are asking alumni to help us better understand how well the program prepares students for entry-level positions. We would appreciate it if you would take a few minutes to complete the following questionnaire about your experiences as an undergraduate accountancy major.

ALL INFORMATION YOU PROVIDE WILL BE KEPT STRICTLY CONFIDENTIAL.

1. What year did you graduate? _____

2. Which of the following **best** describes the firm or organization at which you were first employed after graduation?

<input type="checkbox"/> Public Accounting	<input type="checkbox"/> Nonprofit Organization
<input type="checkbox"/> Corporate Accounting	<input type="checkbox"/> Banking
<input type="checkbox"/> Government Accounting	<input type="checkbox"/> Financial Services
<input type="checkbox"/> Computer Services	<input type="checkbox"/> Other: _____

3. Please indicate your current position: _____

4. Below is a list of competencies that the AICPA has identified as important to the success of entry-level accountants. Please indicate how well the accountancy program prepared you in each area of competency.

	Very Well 5	4	3	2	Not Well at all 1
Identify accounting problems	5	4	3	2	1
Evaluate alternative solutions to accounting problems	5	4	3	2	1
Identify business risks	5	4	3	2	1
Evaluate controls that mitigate risks	5	4	3	2	1
Identify what needs to be measured for accounting purposes	5	4	3	2	1
Determine appropriate measures for accounting purposes	5	4	3	2	1
Access appropriate electronic databases to obtain decision-supporting information	5	4	3	2	1
Exchange information using appropriate communication technologies	5	4	3	2	1
Employ relevant research skills	5	4	3	2	1
Prepare reports with clarity	5	4	3	2	1
Present verbal reports clearly	5	4	3	2	1
Conduct self in a professional manner	5	4	3	2	1
Work productively in teams	5	4	3	2	1
Chair teams	5	4	3	2	1
Think strategically	5	4	3	2	1
Understand the global perspective of accounting	5	4	3	2	1
Understand the legal and regulatory environment in which entities operate	5	4	3	2	1
Understand accounting from a client's perspective	5	4	3	2	1

5. Overall, how well did the accountancy program prepare you for your first job after graduation?

Very Well

5

4

3

2

**Not well at
all**
1

6. How satisfied were you with:

	Very Satisfied				Very Dissatisfied
the quality of instruction by Department of Accountancy faculty?	5	4	3	2	1

7. How satisfied were you with:

	Very Satisfied				Very Dissatisfied
faculty major advising received in the Department of Accountancy?	5	4	3	2	1

8. How satisfied were you with:

	Very Satisfied				Very Dissatisfied
the placement services at WMU?	5	4	3	2	1

9. What recommendations would you make, if any, concerning the undergraduate accountancy major?

DEPARTMENT OF ACCOUNTANCY

**Master of Science in Accountancy
ALUMNI SURVEY**

The WMU Department of Accountancy wants to continuously improve the quality of its MSA program. We are asking alumni to help us better understand how well the program prepares students for entry-level positions. We would appreciate it if you would take a few minutes to complete the following questionnaire about your experiences as an MSA student

ALL INFORMATION YOU PROVIDE WILL BE KEPT STRICTLY CONFIDENTIAL.

1. What year did you graduate? _____

2. Which of the following **best** describes the firm or organization at which you were first employed after graduation?

<input type="checkbox"/> Public Accounting	<input type="checkbox"/> Nonprofit Organization
<input type="checkbox"/> Corporate Accounting	<input type="checkbox"/> Banking
<input type="checkbox"/> Government Accounting	<input type="checkbox"/> Financial Services
<input type="checkbox"/> Computer Services	<input type="checkbox"/> Other: _____

3. Please indicate your current position: _____

4. Below is a list of competencies that the AICPA has identified as important to the success of entry-level accountants. Please indicate how well the MSA program prepared you in each area of competency.

	Very Well 5	4	3	2	Not Well at all 1
Identify accounting problems	5	4	3	2	1
Evaluate alternative solutions to accounting problems	5	4	3	2	1
Identify business risks	5	4	3	2	1
Evaluate controls that mitigate risks	5	4	3	2	1
Identify what needs to be measured for accounting purposes	5	4	3	2	1
Determine appropriate measures for accounting purposes	5	4	3	2	1
Access appropriate electronic databases to obtain decision-supporting information	5	4	3	2	1
Exchange information using appropriate communication technologies	5	4	3	2	1
Employ relevant research skills	5	4	3	2	1
Prepare reports with clarity	5	4	3	2	1
Present verbal reports clearly	5	4	3	2	1
Conduct self in a professional manner	5	4	3	2	1
Work productively in teams	5	4	3	2	1
Chair teams	5	4	3	2	1
Think strategically	5	4	3	2	1
Understand the global perspective of accounting	5	4	3	2	1
Understand the legal and regulatory environment in which entities operate	5	4	3	2	1
Understand accounting from a client's perspective	5	4	3	2	1

5. Overall, how well did the MSA program prepare you for your first job after graduation?

Very Well

5

4

3

2

**Not well at
all**
1

6. How satisfied were you with:

	Very Satisfied				Very Dissatisfied
the quality of instruction by Department of Accountancy faculty?	5	4	3	2	1

7. How satisfied were you with:

	Very Satisfied				Very Dissatisfied
MSA advising by department faculty?	5	4	3	2	1

8. How satisfied were you with:

	Very Satisfied				Very Dissatisfied
the placement services at WMU?	5	4	3	2	1

9. What recommendations would you make, if any, concerning the MSA program?

DATE: July 15, 2008

TO: David Shields, Dean
Haworth College of Business

FROM: Stephen J. Newell, Chair
Department of Marketing

Attached are the Department of Marketing's Assessment Impact Reports, organized separately for each of our four majors. Our answers to the three required questions are as follows:

What specific actions were taken as a result of assessment data? In particular, how have academic programs or courses been affected?

Advertising & Promotion Major

Guest speakers from industry were continually invited into the classroom and through the student AdClub to discuss relevant and timely issues.

Students in MKTG 4810 continued to participate in two national competitions, the AAF NSAC and EdVenture Partner's National Student Case Study Competition, where the students continue to outperform rival schools.

A new course pack for MKTG 4740 – Creative Strategy was developed and implemented.

Faculty continue to increase ties with regional and national advertising agencies, media organizations, and other industry partners.

Faculty leadership in the annual AdCraft Club of Detroit scholarship participation continues to be outstanding. Two additional ADV students received 2 of the 7 scholarships awarded in Michigan.

Faculty continue to emphasize participation in the student AdClub to students signing major slips. The AdClub continues to be the primary source of student networking, recruiting and experiential learning opportunities.

- A new membership level was implemented this year.
- A new web site for the club was developed.
- Approx. 20-25 AdClub members participated in two regional career symposiums (Chicago and Detroit).

The alumni survey was again distributed in Spring 2008 to monitor satisfaction with the program and gather additional recommendations from recent alumni.

Food & Consumer Package Goods Marketing Major

- Started teaching MKTG 4930 Food/CPG Sales as a new and required course in the Food/CPG major. Feedback from students has been positive concerning this change.
- Continued to give greater emphasis to the topic of Foodservice in Food/CPG Industry Survey course (MKTG 3970) and the required Food/CPG Internship (MKTG 3960) to reflect the growth and significance of this segment in the Food industry.
- Continued to offer up-to-date information technology in MKTG 4920 Category Management and MKTG 494 Food/CPG Issues & Strategies. Specifically, students access various Nielsen data bases formerly only on college lab computers on newer web-based applications.
- Continued to build ties with the business community to increase recruitment and internship opportunities for our students. This is accomplished through our Student Showcase at the annual Food Marketing Conference, development of a partnership with The Network of Executive Women, and the establishment of the Retailer Summit where regional and national retailers were invited to engage more fully with the University.
- Launched a Food/CPG Marketing Program 50th Anniversary Capital Campaign to raise funding for scholarships and program operations. (Fall 2009)

Marketing Major

- Implemented revisions of course content for Consumer Behavior (MKTG 4770)
- Implemented revision of course content for the Marketing Strategy (MKTG 4860)

Sales & Business Marketing Major

- Continued to administered a web-based alumni survey to over 450 alumni.
- Continued to encouraged student participation in national sales contest in Atlanta in 2008. This year's competition resulted in 6th place out of 45 universities. We are the only school placed in top 6 for last five years in a row.
- Implemented changes in Professional Selling (MKTG 3600) to have students in Advanced Selling (MKTG 4600) play the role of the buyer in order to increase the rigor of the role plays in MKTG 3600, as well as having the advanced selling students better understand the role a buyer plays in sales calls. Student feedback concerning this change has been positive.
- Continued our partnered with Target Training International to provide students with sales aptitude profiles (required in MKTG 4700). Feedback from students on the usefulness of the profiles has been very positive.
- Continued to recruit students to join and participate in the SBMA. The association currently has over 100 student members. Over 50 speakers presented to students at SBMA meetings and classes.
- Continued SBMA alumni events in Chicago and Detroit and developed a new alumni event in Grand Rapids.
- Secured furniture for the interactive sales laboratory (desks, chairs, etc.) to enhance utilization of laboratory (Spring 2008).

What specific actions remain to be taken? By what date?

Advertising & Promotion Major

Faculty will meet in Fall 2008 to discuss the following items:

- i. Possible program advisory board structure and membership with the goal of holding the first advisory board meeting in the Summer or Fall of 2009.
- ii. Curriculum issues related to how often core and elective courses are offered during the academic year, how many sections are appropriate each semester (including summer), and the nature of current course enrollment caps.

Continually improve the alumni database and maintain informal on-going communication with this group.

Continue to build stronger ties with the industry by soliciting industry partners to be scholarship providers, AdClub guest speakers, or advisory board members (on-going).

Develop a plan to manage student enrollment in the program (on-going)

Develop an exit survey for MKTG 4810 students to assist in better identifying curriculum shortcomings as well as assess post-graduation plans, job placement rates, and career salary levels of graduating seniors (Summer 2009)

Develop a one-page hand-out or flyer that can be available in the Marketing Department office for advising purposes which delineates the necessary course work, recommended course sequence, and other pertinent information for students seeking information on the major.

Food & Consumer Package Goods Marketing Major

- Improve alumni database and establish an alumni survey instrument to more effectively communicate to this critical constituent group. (Summer 2008)
- Continue to build stronger ties with industry to strengthen the Food/CPG Program as well as increase opportunities for student recruitment and internships. (On-going)
- Establish an exit survey for the Food/CPG Marketing Program to assist in better identifying curriculum shortcomings as well as assess the placement rates and salary levels of graduating seniors. (Summer 2008)

Marketing Major

A main goal of the marketing major is to improve students' knowledge of the impact of the global business environment on marketing internationally (Outcome #3). Specifically, we expect the content of the required marketing courses, as reflected in syllabi and documented by course instructors, to include more concepts and cases related to international marketing (Spring 2009).

Another goal is for the variables related to global marketing in the self-assessment of graduating marketing majors to improve to a mean of at least 4.0 (on a 5-point scale, with 5=strongly agree)

Sales & Business Marketing Major

- Develop a plan to manage sales and business management student enrollment (on-going).
- Revise the exit survey and job placement surveys to more clearly focus our curriculum (on-going).
- Establish a Sales & Business Marketing Advisory Board (Spring 2009).
- Develop and analyze benchmark/measure for job placement of SBM graduates (Fall 2009).
- Develop benchmark/measure for internships (% of SBM students, importance in preparing students for entry level position, etc) to include in next alumni survey (Fall 2008)
- Upgrade equipment in Sales Lab in order to accommodate the latest technological needs of students (Spring 2009).

What changes, if any, were made to the departmental-level plan since May 6, 2005?

Advertising & Promotion Major

No Changes

Food & Consumer Package Goods Marketing Major

- No changes

Marketing Major

- Added Ann Veeck, Michael McCardle and Esther Page-Wood to Marketing Major Assessment Committee.

Sales & Business Marketing Major

- No Changes

**Western Michigan University
Assessment Impact Report
Department: Marketing
Major: Advertising and Promotion**

Complete the following for each outcome included in your department assessment plan.

Outcome #1: Understand current theory and marketplace practices in promotion.

Tracks: Advertising

Assessment Plan Review Process (Timeline): Information collected via the assessment plan will be reviewed annually by all Advertising and Promotion faculty members in the spring, and on an ad hoc basis by industry relationship partners.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Advertising/Marketing Courses: 3740, 4720, 4740, 4770, 4810	Courses provide theory and current practices	Courses are taught annually	Course instructor feedback; faculty meetings and communication
Faculty Meeting	Communicate concerns and results.	Annually, Spring	N/A
Industry Feedback	Feedback has been sought from industry professionals, alumni	Ad hoc basis	Feedback provided to individual faculty
Ad Club	Ad Club sponsors industry professionals; career day trips; ad agency visits	August-April annually	Membership; Number of annual events
HCOB Partners	Adcraft Scholarships; AAF results; jobs secured	Ad hoc basis	Awards won and number and types of jobs landed are feedback
Alumni Survey	Alumni survey	Annually or	Alumni provide

	results	Biannually	feedback about their experiences; data compared year to year
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Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Major courses are contributing to the outcome	n/a		
Faculty meeting	9/2008	4/2009	All 4 ADV major faculty met as planned
Industry feedback meetings were conducted with Doner, GM Planworks, and others via Ad Club meetings	9/07-4/08	9/08-4/09	ADV faculty met with numerous companies and practitioners, including alumni
Ad Club recruited over 50 students; over 15 meetings	n/a		
HCOB partners: award list updated	Awards list was updated in 2007	4/08	List to be updated annually

Outcome #2: Demonstrate a grasp of the principles of integrated marketing communications and their application in the marketplace.

Tracks: Advertising

Assessment Plan Review Process (Timeline): Information collected via the assessment plan will be reviewed annually by all Advertising and Promotion faculty members in the spring, and on an ad hoc basis by industry relationship partners.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Advertising/Marketing Courses: 3740, 4720, 4740, 4770, 4810	Courses provide theory and current practices	Courses are taught annually	Course instructor feedback; faculty meetings and communication
Faculty Meeting	Communicate concerns and results.	Annually, Spring	N/A
Industry Feedback	Feedback has been sought from industry professionals, alumni	Ad hoc basis	Feedback provided to individual faculty
Ad Club	Ad Club sponsors industry professionals; career day trips; ad agency visits	August-April annually	Membership; Number of annual events
HCOB Partners	Adcraft Scholarships; AAF results; jobs secured	Ad hoc basis	Awards won and number and types of jobs landed are feedback
Alumni Survey	Alumni survey results	Annually or Biannually	Alumni provide feedback about their experiences; data compared year to year

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Major courses are contributing to the outcome	n/a		
Faculty meeting	9/2008	4/2009	All 4 ADV major faculty met as planned
Industry feedback meetings were conducted with Doner, GM Planworks, and others via Ad Club meetings	9/07-4/08	9/08-4/09	ADV faculty met with numerous companies and practitioners, including alumni
Ad Club recruited over 50 students; over 15 meetings	n/a		
HCOB partners: award list updated	Awards list was updated in 2008	4/09	List to be updated annually

Outcome #3: Develop an understanding of ethical and socially-responsible principles and behaviors for promotional professionals

Tracks: Advertising

Assessment Plan Review Process (Timeline): Information collected via the assessment plan will be reviewed annually by all Advertising and Promotion faculty members in the spring, and on an ad hoc basis by industry relationship partners.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Advertising/Marketing Courses: 3740, 4720, 4740, 4770, 4810	Courses provide theory and current practices	Courses are taught annually	Course instructor feedback; faculty meetings and communication
Faculty Meeting	Communicate concerns and results.	Annually, Spring	N/A
Industry Feedback	Feedback has been sought from industry professionals, alumni	Ad hoc basis	Feedback provided to individual faculty
Ad Club	Ad Club sponsors industry professionals; career day trips; ad agency visits	August-April annually	Membership; Number of annual events
HCOB Partners	Adcraft Scholarships; AAF results; jobs secured	Ad hoc basis	Awards won and number and types of jobs landed are feedback
Alumni Survey	Alumni survey results	Annually or Biannually	Alumni provide feedback about their experiences; data compared year to year

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Major courses are contributing to the outcome	n/a		
Faculty meeting	9/2008	4/2009	All 4 ADV major faculty met as planned
Industry feedback meetings were conducted with Doner, GM Planworks, and others via Ad Club meetings	9/07-4/08	9/08-4/09	ADV faculty met with numerous companies and practitioners, including alumni
Ad Club recruited over 50 students; over 15 meetings	n/a		
HCOB partners: award list updated	Awards list was updated in 2008	4/09	List to be updated annually

Outcome #4: Ability to apply knowledge of integrated marketing communications to the development and execution of promotional strategies and campaigns.

Tracks: Advertising

Assessment Plan Review Process (Timeline): Information collected via the assessment plan will be reviewed annually by all Advertising and Promotion faculty members in the spring, and on an ad hoc basis by industry relationship partners.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Advertising/Marketing Courses: 3740, 4720, 4740, 4770, 4810	Courses provide theory and current practices	Courses are taught annually	Course instructor feedback; faculty meetings and communication
Faculty Meeting	Communicate concerns and results.	Annually, Spring	N/A
Industry Feedback	Feedback has been sought from industry professionals, alumni	Ad hoc basis	Feedback provided to individual faculty
Ad Club	Ad Club sponsors industry professionals; career day trips; ad agency visits	August-April annually	Membership; Number of annual events
HCOB Partners	Adcraft Scholarships; AAF results; jobs secured	Ad hoc basis	Awards won and number and types of jobs landed are feedback
Alumni Survey	Alumni survey results	Annually or Biannually	Alumni provide feedback about their experiences; data compared year to year

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Major courses are contributing to the outcome	n/a		
Faculty meeting	9/2008	4/2009	All 4 ADV major faculty met as planned
Industry feedback meetings were conducted with Doner, GM Planworks, and others via Ad Club meetings	9/07-4/08	9/08-4/09	ADV faculty met with numerous companies and practitioners, including alumni
Ad Club recruited over 50 students; over 15 meetings	n/a		
HCOB partners: award list updated	Awards list was updated in 2008	4/09	List to be updated annually

Outcome #5: Develop a positive attitude toward the promotion profession.

Tracks: Advertising

Assessment Plan Review Process (Timeline): Information collected via the assessment plan will be reviewed annually by all Advertising and Promotion faculty members in the spring, and on an ad hoc basis by industry relationship partners.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Advertising/Marketing Courses: 3740, 4720, 4740, 4770, 4810	Courses provide theory and current practices	Courses are taught annually	Course instructor feedback; faculty meetings and communication
Faculty Meeting	Communicate concerns and results.	Annually, Spring	N/A
Industry Feedback	Feedback has been sought from industry professionals, alumni	Ad hoc basis	Feedback provided to individual faculty
Ad Club	Ad Club sponsors industry professionals; career day trips; ad agency visits	August-April annually	Membership; Number of annual events
HCOB Partners	Adcraft Scholarships; AAF results; jobs secured	Ad hoc basis	Awards won and number and types of jobs landed are feedback
Alumni Survey	Alumni survey results	Annually or Biannually	Alumni provide feedback about their experiences; data compared year to year

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Major courses are contributing to the outcome	n/a		
Faculty meeting	9/2008	4/2009	All 4 ADV major faculty met as planned
Industry feedback meetings were conducted with Doner, GM Planworks, and others via Ad Club meetings	9/07-4/08	9/08-4/09	ADV faculty met with numerous companies and practitioners, including alumni
Ad Club recruited over 50 students; over 15 meetings	n/a		
HCOB partners: award list updated	Awards list was updated in 2008	4/09	List to be updated annually

Outcome #6: Acquire an appreciation for the contributions of the promotion profession to business, not-for-profit organizations, the economy and society.

Tracks: Advertising

Assessment Plan Review Process (Timeline): Information collected via the assessment plan will be reviewed annually by all Advertising and Promotion faculty members in the spring, and on an ad hoc basis by industry relationship partners.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Advertising/Marketing Courses: 3740, 4720, 4740, 4770, 4810	Courses provide theory and current practices	Courses are taught annually	Course instructor feedback; faculty meetings and communication
Faculty Meeting	Communicate concerns and results.	Annually, Spring	N/A
Industry Feedback	Feedback has been sought from industry professionals, alumni	Ad hoc basis	Feedback provided to individual faculty
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HCOB Partners	Adcraft Scholarships; AAF results; jobs secured	Ad hoc basis	Awards won and number and types of jobs landed are feedback
Alumni Survey	Alumni survey results	Annually or Biannually	Alumni provide feedback about their experiences; data compared year to year

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Major courses are contributing to the outcome	n/a		
Faculty meeting	9/2008	4/2009	All 4 ADV major faculty met as planned
Industry feedback meetings were conducted with Doner, GM Planworks, and others via Ad Club meetings	9/07-4/08	9/08-4/09	ADV faculty met with numerous companies and practitioners, including alumni
Ad Club recruited over 50 students; over 15 meetings	n/a		
HCOB partners: award list updated	Awards list was updated in 2008	4/09	List to be updated annually

**Western Michigan University
2008 Assessment Impact Report
Department: Marketing
Major: Food & Consumer Package Goods Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome: 1) Comprehend the structural organization of the U.S. food system and the essential characteristics of international markets.

Tracks: Food & Consumer Package Goods Marketing

Assessment Plan Review Process: Data will be evaluated at least annually and be used to improve the program

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Capstone Course	Students work, including exams, oral presentations, and written reports, will be evaluated to determine if students have mastered the program's objectives	Student's senior year	Findings will be communicated to faculty
Faculty Retreat	Faculty will review syllabi of the required courses, as well as overall program requirements, to evaluate the program and recommend changes at both the individual course and the overall program level	Annually in Summer	Findings will be communicated to faculty
Advisory Board Feedback	Members of the Food/CPG Marketing Program Advisory Board will review course syllabi on a regular basis to determine if the courses are meeting the needs of industry	Every required course will be reviewed at least once every three years	Feedback from advisory board will be reviewed by faculty following board meetings to consider changes to program and courses
Alumni Feedback	Alumni's informal opinions will be solicited regularly via the newsletter and during program events (including homecoming activities, the WMU Food Marketing Conference conference, and other industry events) to evaluate the program and recommend changes	On an ongoing basis	Alumni feedback will be communicated to faculty

Monitoring of Alumni Accomplishments	The career paths of alumni will be tracked and recorded. Two outstanding alumni will be inducted into the Food/CPG Marketing Hall of Fame annually.	On an ongoing basis	Findings will be communicated to faculty
Employment Placement	The job placement rate of graduates will be monitored and recorded.	On an ongoing basis	Findings will be communicated to faculty

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Advisory board and alumni continue to provide positive feedback	Continue to monitor industry changes to incorporate in curriculum (ongoing)	Summer 2008	Yes On-Going
Strong student participation in industry events (e.g. FMI, WMU Food Marketing Conference)		Summer 2008	Yes On-Going

**Western Michigan University
2008 Assessment Impact Report
Department: Marketing
Major: Food & Consumer Package Goods Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome: 2) Interpret how marketing and logistics decisions made by food producers, manufacturers, wholesalers, and retailers affect organizational performance and customer satisfaction.

Tracks: Food & Consumer Package Goods Marketing

Assessment Plan Review Process: Data will be evaluated at least annually and be used to improve the program

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Capstone Course	Students work, including exams, oral presentations, and written reports, will be evaluated to determine if students have mastered the program's objectives	Student's senior year	Findings will be communicated to instructors
Faculty Retreat	Faculty will review syllabi of the required courses, as well as overall program requirements, to evaluate the program and recommend changes at both the individual course and the overall program level	Annually in Summer	Findings will be communicated to instructors
Advisory Board Feedback	Members of the Food/CPG Marketing Program Advisory Board will review course syllabi on a regular basis to determine if the courses are meeting the needs of industry	Every required course will be reviewed at least once every three years	Feedback from advisory board will be reviewed by faculty following board meetings to consider changes to program and courses
Alumni Feedback	Alumni's informal opinions will be solicited regularly via the newsletter and during program events (including homecoming activities, the WMU Food Marketing Conference conference, and other industry events) to evaluate the program and recommend changes	On an ongoing basis	Alumni feedback will be communicated to faculty

Method	Criterion	Schedule	Feedback Loop
Monitoring of Alumni Accomplishments	The career paths of alumni will be tracked and recorded. Two outstanding alumni will be inducted into the Food/CPG Marketing Hall of Fame annually.	On an ongoing basis	Findings will be communicated to faculty
Employment Placement	The job placement rate of graduates will be monitored and recorded.	On an ongoing basis	Findings will be communicated to faculty

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Based on alumni and employee feedback and student performance in the capstone course, this outcome is being met	Continue to monitor (ongoing)	Summer 2008	Yes On-Going

**Western Michigan University
2008 Assessment Impact Report
Department: Marketing
Major: Food & Consumer Package Goods Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome: 3) Employ critical thinking to analyze Food/CPG Marketing issues and cases

Tracks: Food & Consumer Package Goods Marketing

Assessment Plan Review Process: Data will be evaluated at least annually and be used to improve the program

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Capstone Course	Students work, including exams, oral presentations, and written reports, will be evaluated to determine if students have mastered the program's objectives	Student's senior year	Findings will be communicated to faculty
Internship (required of each student)	The intern, internship coordinator, and site supervisor will each complete an evaluation to determine the preparedness of the intern and the value of the experience	Upon completion of internship (at least one internship required for graduation)	Findings will be communicated to faculty
Faculty Retreat	Faculty will review syllabi of the required courses, as well as overall program requirements, to evaluate the program and recommend changes at both the individual course and the overall program level	Annually in Summer	Findings will be communicated to faculty
Advisory Board Feedback	Members of the Food/CPG Marketing Program Advisory Board will review course syllabi on a regular basis to determine if the courses are meeting the needs of industry	Every required course will be reviewed at least once every three years	Feedback from advisory board will be reviewed by faculty following board meetings to consider changes to program and courses

Alumni Feedback	Alumni's informal opinions will be solicited regularly via the newsletter and during program events (including homecoming activities, the WMU Food Marketing Conference conference, and other industry events) to evaluate the program and recommend changes	On an ongoing basis	Alumni feedback will be communicated to faculty
Monitoring of Alumni Accomplishments	The career paths of alumni will be tracked and recorded. Two outstanding alumni will be inducted into the Food/CPG Marketing Hall of Fame annually.	On an ongoing basis	Findings will be communicated to faculty
Employment Placement	The job placement rate of graduates will be monitored and recorded.	On an ongoing basis	Findings will be communicated to faculty

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Based on alumni and employee feedback and student performance in the capstone course, this outcome is being met	Continue to monitor (ongoing)	Summer 2008	Yes On-Going

**Western Michigan University
2008 Assessment Impact Report
Department: Marketing
Major: Food & Consumer Package Goods Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome: 4) Apply computer-based information systems to the processes of market segmentation, merchandising, and inventory management.

Tracks: Food & Consumer Package Goods Marketing

Assessment Plan Review Process: Data will be evaluated at least annually and be used to improve the program

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Capstone Course	Students work, including exams, oral presentations, and written reports, will be evaluated to determine if students have mastered the program's objectives	Student's senior year	Findings will be communicated to faculty
Faculty Retreat	Faculty will review syllabi of the required courses, as well as overall program requirements, to evaluate the program and recommend changes at both the individual course and the overall program level	Annually in Summer	Findings will be communicated to faculty
Advisory Board Feedback	Members of the Food/CPG Marketing Program Advisory Board will review course syllabi on a regular basis to determine if the courses are meeting the needs of industry	Every required course will be reviewed at least once every three years	Feedback from advisory board will be reviewed by faculty following board meetings to consider changes to program and courses
Alumni Feedback	Alumni's informal opinions will be solicited regularly via the newsletter and during program events (including homecoming activities, the WMU Food Marketing Conference conference, and other industry events) to evaluate the program and recommend changes	On an ongoing basis	Alumni feedback will be communicated to faculty

Method	Criterion	Schedule	Feedback Loop
Monitoring of Alumni Accomplishments	The career paths of alumni will be tracked and recorded. Two outstanding alumni will be inducted into the Food/CPG Marketing Hall of Fame annually.	On an ongoing basis	Findings will be communicated to faculty
Employment Placement	The job placement rate of graduates will be monitored and recorded.	On an ongoing basis	Findings will be communicated to faculty

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Based on industry feedback on student projects and performance in the capstone course, this outcome is being met (05/13/05)	Continue to monitor (ongoing)	Summer 2008	Yes On-Going

**Western Michigan University
2008 Assessment Impact Report
Department: Marketing
Major: Food & Consumer Package Goods Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome: 5) Apply food-marketing knowledge in industry internships.

Tracks: Food & Consumer Package Goods Marketing

Assessment Plan Review Process: Data will be evaluated at least annually and be used to improve the program

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Capstone Course	Students work, including exams, oral presentations, and written reports, will be evaluated to determine if students have mastered the program's objectives	Student's senior year	Findings will be communicated to faculty
Internship (required of each student)	The intern, internship coordinator, and site supervisor will each complete an evaluation to determine the preparedness of the intern and the value of the experience	Upon completion of internship (at least one internship required for graduation)	Findings will be communicated to faculty
Faculty Retreat	Faculty will review syllabi of the required courses, as well as overall program requirements, to evaluate the program and recommend changes at both the individual course and the overall program level	Annually in Summer	Findings will be communicated to faculty
Advisory Board Feedback	Members of the Food/CPG Marketing Program Advisory Board will review course syllabi on a regular basis to determine if the courses are meeting the needs of industry	Every required course will be reviewed at least once every three years	Feedback from advisory board will be reviewed by faculty following board meetings to consider changes to program and courses

Alumni Feedback	Alumni's informal opinions will be solicited regularly via the newsletter and during program events (including homecoming activities, the WMU Food Marketing Conference conference, and other industry events) to evaluate the program and recommend changes	On an ongoing basis	Alumni feedback will be communicated to faculty
Monitoring of Alumni Accomplishments	The career paths of alumni will be tracked and recorded. Two outstanding alumni will be inducted into the Food/CPG Marketing Hall of Fame annually.	On an ongoing basis	Findings will be communicated to faculty
Employment Placement	The job placement rate of graduates will be monitored and recorded.	On an ongoing basis	Findings will be communicated to faculty

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
100% placement and satisfactory completion of internships	Exit Survey	Summer 2008	Pending

**Western Michigan University
2008 Assessment Impact Report
Department: Marketing
Major: Food & Consumer Package Goods Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome: 6) Analyze logistics costs and service requirements for marketing decisions.

Tracks: Food & Consumer Package Goods Marketing

Assessment Plan Review Process: Data will be evaluated at least annually and be used to improve the program

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Capstone Course	Students work, including exams, oral presentations, and written reports, will be evaluated to determine if students have mastered the program's objectives	Student's senior year	Findings will be communicated to faculty
Faculty Retreat	Faculty will review syllabi of the required courses, as well as overall program requirements, to evaluate the program and recommend changes at both the individual course and the overall program level	Annually in Summer	Findings will be communicated to faculty
Advisory Board Feedback	Members of the Food/CPG Marketing Program Advisory Board will review course syllabi on a regular basis to determine if the courses are meeting the needs of industry	Every required course will be reviewed at least once every three years	Feedback from advisory board will be reviewed by faculty following board meetings to consider changes to program and courses
Alumni Feedback	Alumni's informal opinions will be solicited regularly via the newsletter and during program events (including homecoming activities, the WMU Food Marketing Conference conference, and other industry events) to evaluate the program and recommend changes	On an ongoing basis	Alumni feedback will be communicated to faculty

Monitoring of Alumni Accomplishments	The career paths of alumni will be tracked and recorded. Two outstanding alumni will be inducted into the Food/CPG Marketing Hall of Fame annually.	On an ongoing basis	Findings will be communicated to faculty
Employment Placement	The job placement rate of graduates will be monitored and recorded.	On an ongoing basis	Findings will be communicated to faculty

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Objective is being met, but there is a recognized need to improve students' analytical capabilities	On-going formal and informal discussions.	Summer 2008	Yes On-Going

**Western Michigan University
2008 Assessment Impact Report
Department: Marketing
Major: Food & Consumer Package Goods Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome: 7) Appreciate the food industry's vital role in the economy.

Tracks: Food & Consumer Package Goods Marketing

Assessment Plan Review Process: Data will be evaluated at least annually and be used to improve the program

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Capstone Course	Students work, including exams, oral presentations, and written reports, will be evaluated to determine if students have mastered the program's objectives	Student's senior year	Findings will be communicated to faculty
Faculty Retreat	Faculty will review syllabi of the required courses, as well as overall program requirements, to evaluate the program and recommend changes at both the individual course and the overall program level	Annually in Summer	Findings will be communicated to faculty
Advisory Board Feedback	Members of the Food/CPG Marketing Program Advisory Board will review course syllabi on a regular basis to determine if the courses are meeting the needs of industry	Every required course will be reviewed at least once every three years	Feedback from advisory board will be reviewed by faculty following board meetings to consider changes to program and courses
Alumni Feedback	Alumni's informal opinions will be solicited regularly via the newsletter and during program events (including homecoming activities, the WMU Food Marketing Conference conference, and other industry events) to evaluate the program and recommend changes	On an ongoing basis	Alumni feedback will be communicated to faculty

Monitoring of Alumni Accomplishments	The career paths of alumni will be tracked and recorded. Two outstanding alumni will be inducted into the Food/CPG Marketing Hall of Fame annually.	On an ongoing basis	Findings will be communicated to faculty
Employment Placement	The job placement rate of graduates will be monitored and recorded.	On an ongoing basis	Findings will be communicated to faculty

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Based on industry feedback on student projects and performance in the capstone course, this outcome is being met	Continue to monitor (ongoing)	Summer 2008	Yes On-Going

**Western Michigan University
2008 Assessment Impact Report
Department: Marketing
Major: Food & Consumer Package Goods Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome: 8) Participate actively and thoughtfully in extra curricular activities that seek to advance the goals and practices of Food/CPG Marketing education.

Tracks: Food & Consumer Package Goods Marketing

Assessment Plan Review Process: Data will be evaluated at least annually and be used to improve the program

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Capstone Course	Students work, including exams, oral presentations, and written reports, will be evaluated to determine if students have mastered the program's objectives	Student's senior year	Findings will be communicated to faculty
Faculty Retreat	Faculty will review syllabi of the required courses, as well as overall program requirements, to evaluate the program and recommend changes at both the individual course and the overall program level	Annually in Summer	Findings will be communicated to faculty
Advisory Board Feedback	Members of the Food/CPG Marketing Program Advisory Board will review course syllabi on a regular basis to determine if the courses are meeting the needs of industry	Every required course will be reviewed at least once every three years	Feedback from advisory board will be reviewed by faculty following board meetings to consider changes to program and courses
Alumni Feedback	Alumni's informal opinions will be solicited regularly via the newsletter and during program events (including homecoming activities, the WMU Food Marketing Conference conference, and other industry events) to evaluate the program and recommend changes	On an ongoing basis	Alumni feedback will be communicated to faculty

Monitoring of Alumni Accomplishments	The career paths of alumni will be tracked and recorded. Two outstanding alumni will be inducted into the Food/CPG Marketing Hall of Fame annually.	On an ongoing basis	Findings will be communicated to faculty
Employment Placement	The job placement rate of graduates will be monitored and recorded.	On an ongoing basis	Findings will be communicated to faculty

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Significant student involvement in industry-related activities (e.g. student organizations, the industry tour, FMI, the WMU Food Marketing Conference, executive food speaking series)	Strive for even greater participation (ongoing)	Summer 2008	Yes On-Going

**Western Michigan University
2008 Assessment Impact Report
Department: Marketing
Major: Food & Consumer Package Goods Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome: 9) Commit to a code of professional behavior based on ethical principals and characterized by the professional values of individuals who occupy Food/CPG Marketing management positions.

Tracks: Food & Consumer Package Goods Marketing

Assessment Plan Review Process: Data will be evaluated at least annually and be used to improve the program

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Capstone Course	Students work, including exams, oral presentations, and written reports, will be evaluated to determine if students have mastered the program's objectives	Student's senior year	Findings will be communicated to faculty
Internship (required of each student)	The intern, internship coordinator, and site supervisor will each complete an evaluation to determine the preparedness of the intern and the value of the experience	Upon completion of internship (at least one internship required for graduation)	Findings will be communicated to faculty
Faculty Retreat	Faculty will review syllabi of the required courses, as well as overall program requirements, to evaluate the program and recommend changes at both the individual course and the overall program level	Annually in Summer	Findings will be communicated to faculty
Advisory Board Feedback	Members of the Food/CPG Marketing Program Advisory Board will review course syllabi on a regular basis to determine if the courses are meeting the needs of industry	Every required course will be reviewed at least once every three years	Feedback from advisory board will be reviewed by faculty following board meetings to consider changes to program and courses

Alumni Feedback	Alumni's informal opinions will be solicited regularly via the newsletter and during program events (including homecoming activities, the WMU Food Marketing Conference conference, and other industry events) to evaluate the program and recommend changes	On an ongoing basis	Alumni feedback will be communicated to faculty
Monitoring of Alumni Accomplishments	The career paths of alumni will be tracked and recorded. Two outstanding alumni will be inducted into the Food/CPG Marketing Hall of Fame annually.	On an ongoing basis	Findings will be communicated to faculty
Employment Placement	The job placement rate of graduates will be monitored and recorded.	On an ongoing basis	Findings will be communicated to faculty

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Positive feedback from employees and alumni	Continue to monitor (ongoing)	Summer 2008	Yes On-Going

Western Michigan University
Assessment Impact Report
Department: Marketing
Major: Marketing

Outcome: **1. Apply current concepts** - Apply current concepts in the field of marketing especially in terms of defining target markets, identifying and evaluating market segments and in demonstrating knowledge about elements of the marketing mix in terms of buyer behavior.

Tracks: Marketing

Start Date: 09/01/2006

End Date: Present – Spring 2008

Status: On-Going

Assessment Plan Review Process: Review spring semester annually

Related Courses: **MKTG 2500** - Marketing Principles
MKTG 3710 - Market Research
MKTG 3730 - Internet Marketing
MKTG 3740 - Introduction to Advertising & Promotion
MKTG 4770 - Consumer Behavior
MKTG 4860 - Marketing Strategy

Assessment Methods

Method	Criterion	Schedule	Feedback Loop
1. Assess graduating seniors in capstone course (4860)	exit interview of graduating seniors - qualitative comments of students-April 2007 comments of faculty teaching capstone course comments of faculty assessing case competition in capstone course questionnaire administered to seniors and graduating seniors	On-going, Spring semester, annually	Dept. meetings; contact with individual faculties; e-mail
2. survey seniors in capstone course (4860)	Qualitative comments of student Questionnaire administered to students	On-going spring semester annually	Dept. meetings; contact with individual faculties; e-mail
3. Dedicated faculty meeting	Review syllabi; review program/ course requirements -suggest changes	On-going, annual meetings	Dept. meetings; contact with individual faculties; e-mail

Findings

Finding	Remedy	Follow-Up	Resolved
<p>07/02/2007 -- Faculty evaluation of students' ability to apply current concepts DESCRIPTION: Faculty feel that students perform satisfactorily in this area TYPE: Distinction / Strength</p>	<p>On-going - Continue to monitor students' performance</p>		No
<hr/>			
<p>07/02/2007 -- Departmental faculty evaluation of course content DESCRIPTION: Content of the required courses for marketing department support this outcome TYPE: Distinction / Strength</p>	<p>On-going - Continue to monitor course content</p>		No
<hr/>			
<p>06/28/2007 -- Students' self-assessment of ability to apply current concepts DESCRIPTION: Findings indicated that students' perceptions of their ability to apply current concepts has improved significantly from 2005 to 2007. Assessment of students indicate that students perform satisfactorily in this area. TYPE: Distinction / Strength NOTES: Would like to maintain or improve current student ratings</p>	<p>On-going-- Continue to monitor</p>		No
<hr/>			

Outcome: **2.Demonstrate knowledge about customer orientation** - Demonstrate knowledge about customer attraction, retention, satisfaction and loyalty using various analytical tools and skills.

Tracks: Marketing

Start Date: 09/01/2006

End Date: Present – Spring 2008

Status: On-Going

Assessment Plan Review Process: Review Spring Semester Annually

Related Courses: **MKTG 2500** - Marketing Principles
MKTG 3710 - Market Research
MKTG 3740 - Introduction to Advertising & Promotion
MKTG 4770 - Consumer Behavior
MKTG 4860 - Marketing Strategy

Assessment Methods

Method	Criterion	Schedule	Feedback Loop
1. Assess graduating seniors in capstone course	exit interview of graduating seniors-qualitative comments of students, April 2007 comments of faculty teaching capstone course	On-going, Review in spring	Dept. meetings; contact with individual faculties; e-mail
2. Survey seniors in capstone course (4860)	focus group/interviews-qualitative comments of students questionnaire administered to students	On-going, review last week of spring semester annually	Dept. meetings; contact with individual faculty; e-mail
3. Dedicated faculty meeting	Review syllabi; review program/course requirements suggest changes	On-going, review spring semester annually	Dept. meetings; contact with individual faculty; e-mail

Findings

Finding	Remedy	Follow-Up	Resolved
07/02/2007 -- Departmental evaluation of course content DESCRIPTION: Content of the required courses for marketing department support this outcome TYPE: Distinction / Strength			No
07/02/2007 -- Faculty evaluation of students DESCRIPTION: Faculty feel	On-going - Continue to monitor students' performance		No

that students perform
satisfactorily in this area
TYPE: Distinction / Strength

06/28/2007 -- Student self-
assessment of knowledge of
customer orientation

DESCRIPTION: Students self-
assessment of their ability to
demonstrate knowledge about
customer orientation has
improved significantly from
2005 to 2007

TYPE: Distinction / Strength

NOTES: Would like to
maintain or improve student
ratings

On-going - Continue to
monitor

No

Outcome: **3. Assessing impact of global business environment on marketing internationally** - Assess the impact of the multinational global business environment (economic, socio-cultural, political) in adapting marketing programs internationally.

Tracks: Marketing

Start Date: 09/01/2006

End Date: Present – Spring 2008

Status: On-Going

Assessment Plan Review Process: Review spring semester annually

Assessment Methods

Method	Criterion	Schedule	Feedback Loop
1. Assess graduating seniors in capstone course	exit interview of graduating seniors- qualitative comments of students , April 2007 comments of faculty teaching capstone course questionnaire administered to seniors and graduating seniors	On-going, review last week of spring semester annually	Dept. meetings; contact with individual faculty; e-mail
2. Survey seniors in capstone course (4860)	interviews-qualitative comments of students questionnaire administered to students	On-going, review following spring semester annually	Dept. meetings; contact with individual faculty; e-mail
3. Dedicated faculty meeting	review syllabi; review program/course requirements suggest changes	Annual faculty meeting	Dept. meetings; contact with individual faculty; e-mail

Findings

Finding	Remedy	Follow-Up	Resolved
07/02/2007 -- Departmental evaluation of course content DESCRIPTION: The required courses for the marketing major are currently not adequately supporting this outcome. All required marketing courses need to add more concepts and examples related to global marketing. TYPE: Problem / Limitation	On-going, - Monitor content of courses to insure that more course material related to global marketing is added		No
07/02/2007 -- Faculty evaluation of students	On-going, - All required		No

DESCRIPTION: Faculty feel that students do not show enough awareness of the impact of the global business environment on marketing.

TYPE: Problem / Limitation

marketing courses need to add more course content related to global marketing

06/28/2007 -- Students' self-assessment of knowledge of global business environment
DESCRIPTION: Students' self-assessment of their ability to assess the impact of the global business environment on marketing is relatively low (3.8 on 5-point scale with 5=strongly agree).

TYPE: Problem / Limitation

NOTES: Need to infuse all required marketing courses with content and cases related to global marketing. Goal is to improve students' self-assessment of knowledge of global environment to over 4.0 by 2009.

On-going - Need to infuse all required marketing courses with content and cases related to global marketing. Goal is to improve students' self-assessment of knowledge of global environment to over 4.0 by 2009.

No

Outcome: **4. Learn marketing research procedures** - Learn research procedures, focusing on planning, gathering, analyzing and interpreting market-related data, to assist in making marketing decisions.

Tracks: Marketing

Start Date: 09/01/2006

End Date: Present – Spring 2008

Status: On-Going

Assessment Plan Review Process: Review spring semester annually

Related Courses: **MKTG 2500** - Marketing Principles
MKTG 3600 - Personal Selling
MKTG 3710 - Market Research
MKTG 3730 - Internet Marketing
MKTG 3740 - Introduction to Advertising & Promotion
MKTG 4600 - Advanced Selling Strategies
MKTG 4700 - Business Marketing Strategy
MKTG 4750 - International Marketing
MKTG 4770 - Consumer Behavior

Assessment Methods

Method	Criterion	Schedule	Feedback Loop
1. Assess graduating seniors in capstone course	exit interview of graduating seniors- qualitative comments of students, April 2007 comments of faculty teaching capstone course questionnaire administered to seniors and graduating seniors	On-going, review spring semester annually	Dept. meetings; contact with individual faculty; e-mail
2. Survey seniors in capstone course (4860)	focus group/interviews- qualitative comments of students Questionnaire administered to students	On-going, review spring semester annually	Dept. meetings; contact with individual faculty; e-mail
3. Dedicated faculty meeting	review syllabi; review program/course requirements; suggest changes	On-going, review spring semester annually	Dept. meetings; contact with individual faculty; e-mail

Findings

Finding	Remedy	Follow-Up	Resolved
07/02/2007 -- Departmental evaluation of course content DESCRIPTION: Content of the required courses for marketing department support this outcome TYPE: Distinction / Strength	On-going - Continue to monitor course content		No
07/02/2007 -- Faculty evaluation of students DESCRIPTION: Faculty feel that students perform satisfactorily in this area TYPE: Distinction / Strength	On-going - Continue to monitor students' performance		No
06/28/2007 -- Students' self-assessment of knowledge of marketing research procedures DESCRIPTION: Students self-assessment of their ability to demonstrate knowledge of marketing research procedures has improved significantly from 2005 to 2007 TYPE: Distinction / Strength NOTES: Would like to maintain or improve student ratings.	On-going - Continue to monitor		No

Outcome: **5. Assess marketing strategies in enhancing competitive advantage** - Learn research procedures, focusing on planning, gathering, analyzing and interpreting market-related data, to assist in making marketing decisions.

Tracks: Marketing

Start Date: 09/01/2006

End Date: Present – Spring 2008

Status: On-going

Assessment Plan Review Process: Review spring semester annually

Assessment Methods

Method	Criterion	Schedule	Feedback Loop
1. Assess graduating seniors in capstone course	Qualitative comments of graduating students , April 2007 comments of faculty teaching capstone course questionnaire administered to seniors and graduating seniors	On-going, review spring semester annually	Dept. meetings; contact with individual faculty; e-mail
2. Survey seniors in capstone course (4860)	Interviews- qualitative comments of students Questionnaire administered to students	On-going, review spring semester annually	Dept. meetings; contact with individual faculty; e-mail
3. Dedicated faculty meeting	review syllabi; review program/course requirements; suggest changes	On-going, review spring semester annually	Dept. meetings; contact with individual faculty; e-mail

Findings

Finding	Remedy	Follow-Up	Resolved
<p>07/02/2007 -- Departmental evaluation of course content DESCRIPTION: Content of the required courses for marketing department support this outcome TYPE: Distinction / Strength</p>	<p>On-going - Continue to monitor course content</p>		No
<p>07/02/2007 -- Faculty evaluation of students DESCRIPTION: Faculty feel that students perform satisfactorily in this area TYPE: Distinction / Strength</p>	<p>On-going - Continue to monitor students' performance</p>		No
<p>06/28/2007 -- Students' self-assessment of ability to assess marketing strategies DESCRIPTION: Students self-assessment of their ability to demonstrate knowledge about customer orientation has improved significantly from 2005 to 2007 TYPE: Distinction / Strength NOTES: Would like to maintain or improve student ratings</p>	<p>On-going - Continue to monitor</p>		No

**Western Michigan University
2008 Assessment Impact Report
Department: Marketing
Major: Sales & Business Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome:

1. Students are prepared for entry-level sales positions.

Track: Sales and Business Marketing

Assessment Plan Review Process: These plans are reviewed by SBM faculty annually.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Student work will be evaluated through class work consisting of role playing exercises, team building exercises, case studies, presentations, written reports, data research and quantitative data decision-making.	Grading by SBM instructors	Periodic assessment throughout the semester.	Course instructors and SBM faculty.
Members of the SBM Advisory Board will review course syllabi and program objectives to determine if the program meets the needs of industry. The board is scheduled to be established by 2009.	Satisfactory evaluation	Annually	SBM Faculty will review results
Once a year alumni will be contacted via an in-depth telephone survey and will be asked to evaluate the program and its impact on their careers.	Satisfactory evaluation	Annually	SBM Faculty will review input
All SBM seniors will be contacted during their last 2 weeks before graduation to determine their job placement. Records over time will be evaluated to determine job placement rates prior to graduation.	Targeting acceptable placement rate.	By semester	SBM Faculty will review results
Students in Mktg 4700 will evaluate the sales and business marketing program via a written survey.	Satisfactory evaluation	Annually	SBM Faculty will review input
SBM faculty will review syllabi of courses, review overall program requirements and objectives, and recommend changes as necessary.	Satisfactory evaluation	Annually	SBM Faculty will review input

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Classroom Assessment – Students are meeting the requirements set forth in the sales class in order to prepare for an entry level sales position.	Assessment (On-Going)	Spring 2009	Yes On-going
Advisory Board – Establishment of board has been delayed to coordinate with the opening of the proposed Haworth College of Business Career Center	Spring 2009	Fall 2009	Pending
Alumni Survey (completed Spring 2007) - Found that 95% of Alumni reported being “Highly Prepared” or “Adequately Prepared” for their entry-level sales position.	On-going Next Survey (Bi-Annual) Spring 2009	Fall 2009	Yes On-going
Senior Survey Regarding Job Placement – Previous results indicated a majority of SBM majors had secured employment before graduation.	On-going	Spring 2009	Yes On-going
Senior Survey on Satisfaction with Program – Previous results indicated a majority of SBM majors were highly satisfied with the program.	On-going	Spring 2009	Yes On-going
SBM Faculty will review syllabi of courses, review overall program requirements and objectives, and recommend changes as necessary – Possible changes to the required courses for the SBM major will be discussed and reviewed.	On-going	Review in Fall 2009	Yes On-going

**Western Michigan University
 Assessment Impact Report
 Department: Marketing
 Major: Sales & Business Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome:

2. Students understand and demonstrate appropriate sales techniques.

Track: Sales and Business Marketing

Assessment Plan Review Process: These plans are reviewed by SBM faculty annually.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Student work will be evaluated through class work consisting of role playing exercises, team building exercises, case studies, presentations, written reports, data research and quantitative data decision-making.	Grading by SBM instructors	Periodic assessment throughout the semester.	Course instructors and SBM faculty.
Once a year alumni will be contacted via an in-depth telephone survey and will be asked to evaluate the program and its impact on their careers.	Satisfactory evaluation	Annually	SBM Faculty will review input
Students in Mktg 4700 will evaluate the sales and business marketing program via a written survey.	Satisfactory evaluation	Annually	SBM Faculty will review input
SBM faculty will review syllabi of courses, review overall program requirements and objectives, and recommend changes as necessary.	Satisfactory evaluation	Annually	SBM Faculty will review input

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Classroom Assessment – Students are meeting the requirements set forth in order to demonstrate appropriate sales techniques.	Assessment (On-Going)	Spring 2009	Yes On-going
Alumni Survey (completed Spring 2007) - Found that on average over 90% of Alumni reported being “Highly Prepared” or “Adequately Prepared” in terms of “competence in the basic selling techniques.”	On-going Next Survey (Bi-Annually) Spring 2009	Fall 2009	Yes On-going
Senior Survey on Satisfaction with Program - Previous results indicated a majority of SBM majors were highly satisfied with the program and with the personal selling component, specifically.	On-going	Spring 2009	Yes On-going
SBM Faculty will review syllabi of courses, review overall program requirements and objectives, and recommend changes as necessary – Possible changes to the required courses for the SBM major will be discussed and reviewed.	On-going	Review in Fall 2008	Yes On-going

**Western Michigan University
Assessment Impact Report
Department: Marketing
Major: Sales & Business Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome:

3. Students understand the role of purchasing as it relates to the selling function.

Track: Sales and Business Marketing

Assessment Plan Review Process: These plans are reviewed by SBM faculty annually.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Student work will be evaluated through class work consisting of role playing exercises, team building exercises, case studies, presentations, written reports, data research and quantitative data decision-making.	Grading by SBM instructors	Periodic assessment throughout the semester.	Course instructors and SBM faculty.
Once a year alumni will be contacted via an in-depth telephone survey and will be asked to evaluate the program and its impact on their careers.	Satisfactory evaluation	Annually	SBM Faculty will review input
Students in Mktg 4700 will evaluate the sales and business marketing program via a written survey.	Satisfactory evaluation	Annually	SBM Faculty will review input
SBM faculty will review syllabi of courses, review overall program requirements and objectives, and recommend changes as necessary.	Satisfactory evaluation	Annually	SBM Faculty will review input

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Classroom Assessment – Students are meeting the requirements set forth in the sales class in order to understand the role of purchasing.	Assessment (On-Going)	Spring 2009	Yes On-going
The alumni survey and student verbal feedback	On-going Next Survey (Bi-Annually) Spring 2009	Fall 2009	Yes On-going
SBM Faculty will review syllabi of courses, review overall program requirements and objectives, and recommend changes as necessary - Possible changes to the required courses for the SBM major will be discussed and reviewed.	On-going	Review in Fall 2008	Yes On-going
Senior Survey Regarding Satisfaction with Program	On-going	Spring 2009	Yes On-going

**Western Michigan University
 Assessment Impact Report
 Department: Marketing
 Major: Sales & Business Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome:

4. Students understand how to manage a sales force.

Track: Sales and Business Marketing

Assessment Plan Review Process: These plans are reviewed by SBM faculty annually.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Student work will be evaluated through class work consisting of role playing exercises, team building exercises, case studies, presentations, written reports, data research and quantitative data decision-making.	Grading by SBM instructors	Periodic assessment throughout the semester.	Course instructors and SBM faculty.
Once a year alumni will be contacted via an in-depth telephone survey and will be asked to evaluate the program and its impact on their careers.	Satisfactory evaluation	Annually	SBM Faculty will review input
Students in Mktg 4700 will evaluate the sales and business marketing program via a written survey.	Satisfactory evaluation	Annually	SBM Faculty will review input
SBM faculty will review syllabi of courses, review overall program requirements and objectives, and recommend changes as necessary.	Satisfactory evaluation	Annually	SBM Faculty will review input

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Classroom Assessment – Students are meeting the requirement of understanding how to manage a sales force.	Assessment (On-Going)	Spring 2009	Yes On-going
Alumni Survey (completed Spring 2007)	On-going Next Survey (Bi-Annual) Spring 2009	Fall 2009	Yes On-going
Senior Survey Regarding Satisfaction with Program (and with the sales management component, specifically)	On-going	Spring 2009	Yes On-going
SBM Faculty will review syllabi of courses, review overall program requirements and objectives, and recommend changes as necessary – Possible changes to the required courses for the SBM major will be discussed and reviewed.	On-going	Review in Fall 2008	Yes On-Going

**Western Michigan University
Assessment Impact Report
Department: Marketing
Major: Sales & Business Marketing**

Complete the following for each outcome included in your department assessment plan.

Outcome:

5. Students understand and can apply analytical techniques and communication skills in marketing and sales.

Track: Sales and Business Marketing

Assessment Plan Review Process: These plans are reviewed by SBM faculty annually.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Student work will be evaluated through class work consisting of role playing exercises, team building exercises, case studies, presentations, written reports, data research and quantitative data decision-making.	Grading by SBM instructors	Periodic assessment throughout the semester.	Course instructors and SBM faculty.
Once a year alumni will be contacted via an in-depth telephone survey and will be asked to evaluate the program and its impact on their careers.	Satisfactory evaluation	Annually	SBM Faculty will review input
Students in Mktg 4700 will evaluate the sales and business marketing program via a written survey.	Satisfactory evaluation	Annually	SBM Faculty will review input
SBM faculty will review syllabi of courses, review overall program requirements and objectives, and recommend changes as necessary.	Satisfactory evaluation	Annually	SBM Faculty will review input

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Classroom Assessment – Students understand and are able to apply analytical techniques and communication skills in marketing and sales	Assessment (On-Going)	Spring 2009	Yes On-going
Alumni Survey (completed Spring 2007)	Next Survey (Bi-Annual) Spring 2009	Fall 2009	Yes On-going
Senior Survey Regarding Satisfaction with Program –	On-going	Spring 2009	Yes On-going
SBM Faculty will review syllabi of courses, review overall program requirements and objectives, and recommend changes as necessary – Possible changes to the required courses for the SBM major will be discussed and reviewed.	On-going	Review in Fall 2008	Yes On-Going

Assessment Update
July 2008
Department of Management
Haworth College of Management

Chair: Thomas A. Carey
Phone: 387-5969 e-mail: tom.carey@wmich.edu

Majors: Management (MGMT) 205 graduates in AY 07-08
Human Resources (HRM) 65 graduates in AY 07-08

Faculty: 13 tenured including the Chair, 1 tenure-track, and 3 instructors

Approval

This Assessment Update was approved by the Chair and the faculty of the respective majors: Management and Human Resources in July 2008.

Introduction

The Department offers a wide range of required and elective courses that directly support majors in Management and Human Resource Management. Together with the Departments of Marketing and Industrial and Manufacturing Engineering, we also heavily support an interdisciplinary major, Integrated Supply Management (ISM), which will submit a separate assessment update.

Our Management Major utilizes experiential learning to fully develop students' competencies in problem solving, decision making, oral and written communication, and role modeling of effective managerial behavior. It prepares graduates for a wide range of career options in small (entrepreneurial) and large businesses in both manufacturing and service industries.

Our Human Resource Major fully prepares its graduates for challenging careers in HRM and provides a thorough grounding for those seeking graduate education in the field.

The Department plays a key role in teaching three core classes required of all B.B.A. students: MGMT 2500 Organizational Behavior; BUS 3750 Production and Service Productivity; and BUS 4750 Strategic Business Solutions. We also have approximately 60 students from other departments minoring in Management.

Department Mission Statement

The Mission of the Department of Management, as reaffirmed by the faculty in the fall of 2006, is to use the knowledge and expertise of its faculty to prepare students for successful careers. Its curricula promote the development of integrative skills in interpersonal, organizational, and technical areas. The

Department also participates in the exchange of knowledge and expertise with business and academic communities.

Management Major Assessment

In the past three and one-half years the Department has lost four key faculty members, one tenure-track and three tenured, with only one replacement, an instructor: Trudy Verser retired in January 2005, Jaume Franquesa failed to earn tenure and left in August 2005, Henry Beam died in his sleep in December 2006, and Lori Muse who just earned tenure resigned and took a position at University of California – Fullerton. These personnel changes without replacement have greatly stressed the remaining three tenured faculty members who had to change teaching assignments, and in some cases teach overload classes.

Assessment of the management major continues to focus on nine learning outcomes associated with four core competencies: problem solving, leading people, teams and groups, and quality and process improvement.

The major was evaluated by Professor Jim Davis of Notre Dame University in March, 2008. Despite severe resource limitations, Dr. Davis was encouraged by the strength of the major and commented that the program is positioned very competitively in the academic market. Further, he was especially impressed with faculty quality, a sentiment shared by students who said that the “student orientation of the management faculty was the best they have experienced at WMU.” The Management Major 2008 Assessment Impact report is attached. Several items from that report stand out:

- A. There have been ongoing efforts to complete the management major assessment plan. Primarily, this includes the addition of objectives, measures, benchmarks, and data needed to assess two competences: quality and process improvement and teams and groups.
- B. The assessment plan does not yet have objectives, measures, and benchmarks for the core competency of problem solving. Finalizing our assessment plan needs to be a priority in 2008-2009.
- C. There are a number of learning outcomes for which our students are not meeting the expectations set forth in the assessment plan. Specifically, students are not performing at desired levels in a number of leadership outcomes. In part, this may be explained by a change in faculty teaching a core leadership course. None the less, the syllabi in MGMT 4010 and 4020 need to be reviewed with a focus on ensuring our students are exposed to key dimensions of leadership.
- D. We are also not meeting expectations in some outcomes associated with teams and groups. The objectives, measures, and benchmarks were not devised until late in the Spring 2008 semester. This precluded us from gaining a sample of the size detailed in the plan. More complete data will be acquired in fall 2008 allowing us to better monitor the extent to which outcomes are being achieved.
- E. The faculty has done an excellent job integrating our assessment framework and results into Tracdat. In 2007-2008, we began using the software’s repository to store assessment data. In particular, assessment data are now stored in Tracdat for quality and process

improvement, teams and groups, and leading people.

F. While the Management Major Task Force has done a notable job creating the assessment plan, we currently lack processes to ensure that assessment is routinely implemented. As assessment is new to all of us, it is not always “top of mind.” Special focus of the task force’s fall 2008 meeting needs to be on crafting policies about the process of assessment.

Human Resources

The Human Resource faculty has just lost Dr. Lori Muse who taught the required HRM course MGMT 4510 Staffing and she was replaced by an Instructor. Their program and learning outcomes are attached. These outcomes are predicated upon the Society of Human Resource Management (SHRM) certification exam and seniors in HRM are asked to take the exam. Their pass rate has been exceptional, employment opportunities are vast, and the best graduates attend some of the most prestigious and earn a chapter Superior Merit Award for the past four years.

- A. This report is designed to summarize the progress the HR faculty has made in assessing the HR major according to the assessment plan drafted in academic year 2003-2004. This report has been compiled using data from academic year 2007-2008. Included in this report are student learning outcomes (6), as requested by the university assessment committee, as well as program outcomes (5) designed to track the success of the program beyond student learning objectives (i.e.: tracking graduation rates, professional event offerings, networking opportunities, hiring rates and placement companies, etc.). The learning outcomes are listed first, followed by the program outcomes.
- B. It would appear that the HR program is doing well on both stated program and student learning objectives, with many outcomes classified as strengths. However, there are a few opportunities for improvement related to the pre-certification exam identified in the data, as well as establishing an advisory council. Processes for tracking future outcomes have been established.

Overall Chair’s Assessment

In AY 2008-09 the Management faculty will:

- complete the assessment plan including the addition of objectives, measures, and benchmarks for each competency;
- address the areas of the assessment plan where student learning objectives are not meeting expectations;
- ensure that assessment is routinely conducted.

The Human Resource major has an exemplary assessment plan that is tied to the Society of Human Resource Management (SHRM) certification. The HRM major has lost a key faculty member who just

earned tenure and was replaced with an Instructor. The HRM faculty plan to add an Advisory Board and to continue to improve course content based upon assessment feedback in accordance with the revised standards of the SHRM exam.

Attachments:

- MGMT Assessment Impact by Unit Objectives
- HRM Assessment Impact by Unit Objectives

MGMT Assessment Impact by Unit Objectives
Western Michigan University

Be aware of the generally accepted concept of leadership in organizations.

Track:	MGMT
Outcome	Status: Active

Means of Assessment				
Assessment Method				
<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Criterion</td> <td style="width: 40%;">Schedule</td> </tr> <tr> <td colspan="2" style="padding: 5px;"> Students in MGMT 4010 and 4020 will be asked to write a personal narrative describing a time they demonstrated leadership. This narrative could be done as an in-class exercise, a journal entry, or an essay on an exam. Essays will be scored by counting the number of leadership dimensions included in the paragraph. Five are possible 90% of the analyzed essays will evidence three of the five dimensions. 80% of the essays will evidence four of the five dimensions. 70% of the essays will evidence five of the five essays. Essays will be collected in the Fall and Spring semesters. Twenty randomly selected essays will be analyzed in May of each year. Evaluations will be done by at least two management professors working together. Yes </td> </tr> </table>	Criterion	Schedule	Students in MGMT 4010 and 4020 will be asked to write a personal narrative describing a time they demonstrated leadership. This narrative could be done as an in-class exercise, a journal entry, or an essay on an exam. Essays will be scored by counting the number of leadership dimensions included in the paragraph. Five are possible 90% of the analyzed essays will evidence three of the five dimensions. 80% of the essays will evidence four of the five dimensions. 70% of the essays will evidence five of the five essays. Essays will be collected in the Fall and Spring semesters. Twenty randomly selected essays will be analyzed in May of each year. Evaluations will be done by at least two management professors working together. Yes	
Criterion	Schedule			
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Related Courses

- * MGMT 2500 - Organizational Behavior
- * MGMT 4000 - Seminar in Management
- * MGMT 4010 - Project Leadership

Related Documents:

[Fall 2007.doc](#)

- * MGMT 4650 - Managing for Quality

Findings		
Finding	Action	Follow-Up
04/25/2008 - In MGMT 4010 Spring 2008. 14 responses analyzed. 9 of 14 (64%) evidenced 3 of 5 dimensions 5 of 14 (36%) evidenced 4 of 5 dimensions 1 of 14 (7%) evidenced 5 of 5 dimensions 05/02/2008 - For Fall 2008, the class syllabus will be restructured around the general dimensions of leadership. Each of the five dimensions analyzed in this assessment will be the focus of class discussions. Open Finding Type: Criterion Not Met notes: Responses are acquired from both MGMT 4010 and MGMT 4020. These results are not the combined statistics. However, they point to a need for increased focus on the general leadership concept in MGMT 4010. Related Documents: LO 1 June 2008.docx		

Be knowledgeable of motivational frameworks available to leaders.

Track:	MGMT
Outcome	Status: Active

Means of Assessment		
Assessment Method	Criterion	Schedule

Means of Assessment

Assessment Method	Criterion	Schedule
<p>Students in MGMT 4010 and 4020 will be asked to respond to one of two cases (improving customer satisfaction, collision damage waivers). The responses may be done as an in class assignment, a take home assignment or as part of a test. Cases will be evaluated by counting the number of motivational types mentioned by students (out of six). 100% of analyzed responses will evidence 3 of the 6 concepts of motivation 80% of analyzed responses will evidence 4 of the 6 concepts of motivation 60% of analyzed responses will evidence 5 of the 6 concepts of motivation 40% of analyzed responses will evidence 6 of the 6 concepts of motivation Essays will be collected in the Fall and Spring semesters in MGMT 4010 and 4020. Twenty randomly selected essays will be analyzed in May of each year. Evaluations will be done by at least two management professors working together. Yes</p>		

Related Courses

- * MGMT 2500 - Organizational Behavior
- * MGMT 4000 - Seminar in Management
- * MGMT 4010 - Project Leadership

Related Documents:

[Fall 2007.doc](#)

- * MGMT 4650 - Managing for Quality

Findings		
Finding	Action	Follow-Up

No Findings reported.

Outcome: MGT Leading People LO 3

Be knowledgeable of the characteristics of successful leaders in today's environment (behaviors, attitudes, and skills).

Track:	MGMT
Outcome	Status: Active

Means of Assessment		
Assessment Method	Criterion	Schedule
<p>Because there is no universally accepted list of characteristics of effective leaders, measuring student knowledge in this area is problematic. A coarse grained measure of leader characteristics can be assessed by asking a multiple choice question (see document link). The question will be given to students in MGMT 4010 and MGMT 4020 as part of an exercise. At least 95% of students identify the correct response (c). The question will be given to students in the Fall and Spring semesters in MGMT 4010 and 4020. All available responses will be analyzed in May of each year. Yes</p>		

Findings

Finding	Action	Follow-Up
No Findings reported.		
Outcome: MGT Leading People LO 4		

Be informed of the major sources of power; their likely outcomes and limitations.

Track: MGMT
Outcome **Status:** Active

Means of Assessment		
Assessment Method	Criterion	Schedule
<p>Students will be given the following vignette in which they are asked to identify bases of power. Kelly has just been named manager of branch of Midwest First Bank. A colleague has told Kelly that the branch has an "ornery bunch of folks" and need a powerful manager. Advise Kelly on what possible basis for power could be available and how the employees at the branch might respond to their use. Students in MGMT 4010 and 4020 will be asked to respond to the case. This may be done as an in class assignment, a take home assignment or as part of a test. Responses will be evaluated by counting the number of power bases identified (out of five - see attached document). 100% of the analyzed essays will evidence at least one of the power bases. 75% of the analyzed essays will evidence at least two of the power bases. 50% of the analyzed essays will evidence at least three of the power bases. 25% of the analyzed essays will evidence at least four of the power bases. 10% of the analyzed essays will evidence all five of the power bases. Essays will be collected in the Fall and Spring semesters in MGMT 4010 and 4020. Twenty randomly selected essays will be analyzed in May of each year. Evaluations will be done by at least two management professors working together. Yes</p>		

Findings		
Finding	Action	Follow-Up
No Findings reported.		
Outcome: MGT Leading People LO 5		

Students should be able to recognize and articulate their own leadership experiences.

Track: MGMT
Outcome **Status:** Active

Means of Assessment		
Assessment Method	Criterion	Schedule
<p>Students in MGMT 4010 and 4020 will be asked to respond to the following: Describe a time when you demonstrated leadership. This is the same narrative that is used to assess learning objective 1 (be aware of the accepted concept of leadership in organizations). The distinction is that while LO 1 assesses understanding of the concept, LO 5 assesses the student's ability to apply and articulate their personal experiences. This narrative could be done as an in-class exercise, a journal entry, or an essay on an exam. 20 essays will be randomly selected for assessment. Each essay will be evaluated using a rubric containing the elements of the STAR framework as noted in the attached document. 90% of the analyzed essays will evidence at least one of the three STAR dimensions. 80% of the essays will evidence at least two of the three STAR dimensions 70% of the essays will evidence all three of the STAR dimensions. Essays will be collected in the Fall and Spring semesters in MGMT 4010 and 4020. Twenty randomly selected essays will be analyzed in May of each year. Evaluations will be done by at least two management professors working together. Yes</p>		

06/30/2008 - 14 students were sampled from MGMT 06/30/2008 - Need to reinforce in both Open 4010 in Spring 2008. Students in MGMT 4020 were not MGMT 4010 and MGMT 4020 that sampled, thus the sample size of 20 was not achieved. leadership is not just exhibiting certain behaviors but achieving desired

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Findings		
Finding	Action	Follow-Up

14 of 14 (100%) evidenced at least one of the three outcomes (results).
 STAR dimensions.
 13 of 14 (93%) evidenced at least two of the three
 STAR dimensions.
 7 of 14 (50%) evidenced all three STAR dimensions.

The most problematic dimension was "results" in that only 50% of students commented on outcomes of their leadership.

Finding Type:

Other

notes:

"Other" selected re: finding type because 2 of the three benchmarks were obtained.

Related Documents:

[LO 5 May 2008.docx](#)

Understand the rational problem solving framework

Track: MGMT Outcome Status: Active

Means of Assessment		
Assessment Method	Criterion	Schedule

ABC company is experiencing high labor turnover and low employee morale in its Engineering Department. From the list below, select the steps to use in the rational problem solving process and place them in the correct sequence of use:

At least 70% of the students will identify the correct sequence as: e-c-g-d-f-b-a. The data will be collected every Spring semester in each section of MGMT 2750. Yes

- a. ♦ Optimize the choice
- b. ♦ Implement the selected alternative
- c. ♦ Identify the problem
- d. ♦ Evaluate the solutions
- e. ♦ Awareness of a gap, deficiency or problem
- f. ♦ Select a solution or alternative
- g. ♦ Develop alternative or possible solutions

Related Courses

- * MGMT 2500 - Organizational Behavior
- * MGMT 2750 - Analytical Foundations
- * MGMT 3010 - Project Management
- * MGMT 3520 - Human Resource Management
- * MGMT 4000 - Seminar in Management
- * MGMT 4010 - Project Leadership

Related Documents:

[Fall 2007.doc](#)

- * MGMT 4100 - Multinational Mgmt
- * MGMT 4650 - Managing for Quality

Findings

Findings		
Finding	Action	Follow-Up
No Findings reported.		
Outcome: MGT Problem Solving LO 2		

Apply the rational problem solving framework

Track: MGMT Outcome Status: Active

Findings		
Finding	Action	Follow-Up
No Findings reported.		
Outcome: MGT Problem Solving LO 3		

Understand the limitations of the rational problem solving framework.

Track: MGMT
Outcome Status: Active

Means of Assessment		
Assessment Method	Criterion	Schedule

The following test question will be asked to each student in MGMT 2750: Good questionnaire design is essential for obtaining good survey results. Discuss at least five common mistakes made in questionnaire design. Develop some guidelines that researchers may follow for relevant and accurate survey construction. At least 70% of the students will identify the five common mistakes (ambiguity, complexity, using double-barreled items, burdensome questions, avoid making assumptions) and develop appropriate guidelines. Data will be collected every Spring semester in each of section of MGMT 2750 starting with Spring 2008. Yes

Findings

Finding	Action	Follow-Up
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No Findings reported.

Outcome: MGT Quality and Process Improvement LO 1

Understand the definition of quality

Track: MGMT Outcome Status: Active

Means of Assessment

Assessment Method	Criterion	Schedule
Students in MGMT 4650 will be asked a series of multiple choice questions tapping into their knowledge about the definition of quality. On average, at least 80% of students will answer the multiple choice questions correctly. Fall, Spring Yes Assessment Method Category: Course-Embedded Measure		

Findings

Findings		
Finding	Action	Follow-Up
05/01/2008 - On average, 84.9% of students correctly answered two multiple choice questions about definitions for quality. Open Finding Type: Criterion Met notes: All students in two sections were assessed. Related Documents: Assessment Data Spring 2008-Quality and Process Improvement		

Learn about different programs for process improvement.

Track:	MGMT
Outcome	Status: Active

Means of Assessment

Assessment Method	Criterion	Schedule
Students in MGMT 4650 will be asked a series of multiple choice questions tapping into their knowledge about different programs for process improvement. On average, at least 80% of students assessed will correctly answer multiple choice questions tapping into knowledge about different programs for process improvement. Fall, Spring semesters Yes Assessment Method Category: Course-Embedded Measure		

Findings

Finding	Action	Follow-Up
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Course-Embedded Measure - 05/01/2008 - On average, 84.9% of students correctly answered questions about programs for process improvement. Open **Finding Type:** Criterion Met **Related Documents:** [Assessment Data Spring 2008-Quality and Process Improvement](#)

Be able to measure and control quality.

Track: MGMT **Outcome Status:** Active

Means of Assessment		
Assessment Method	Criterion	Schedule
Students in MGMT 4650 will be asked a series of multiple choice and computational questions tapping into their knowledge of quality measurement and control. On average, at least 80% of students will correctly answer questions pertaining to quality measurement and control. Fall Yes Assessment Method Category: Course-Embedded Measure		
Findings		
Finding	Action	Follow-Up
Course-Embedded Measure - 05/01/2008 - 84.4% of students assessed in MGMT 4650 correctly answered a question pertaining measurement and control. Open Finding Type: Criterion Met Related Documents: Assessment Data Spring 2008-Quality Improvement		
Course-Embedded Measure - 12/11/2007 - On average, 81.8% of students correctly answered three questions pertaining to quality measurement and control. Open Finding Type: Criterion Met Related Documents: Assessment Data Fall 2008 Quality and Process Improvement		

Understand group and team dynamics

Track: MGMT **Outcome Status:** Active

Means of Assessment		
Assessment Method	Criterion	Schedule
Three multiple choice questions on topics associated with group and team dynamics including roles, stages of development, and norms will be included on the final exam of MGMT 3010. All students enrolled in the class will comprise the sample. 90% of all students will get three of three questions correct. 100% will get at least two of three questions correct. Fall, Spring semesters Yes Assessment Method Category: Course-Embedded Measure		
Findings		
Finding	Action	Follow-Up
Course-Embedded Measure - 04/30/2008 - 32 students were assessed in MGMT 3010. 19 of the 32 (59%) got three of the three questions correct. 27 of the 32 (84%) got two of the three correct. 07/08/2008 - Instructors in MGMT 2500 and MGMT 3010 need to review critical components of team dynamics in their classes. Students generally answered questions correctly about stages of group development but were less consistent with issues about roles and norms. Open Finding Type: Criterion Not Met notes: Assessment plan called for all students in MGMT 3010 to be assessed. However, the final exam was given before the assessment was ready. Therefore, students were given extra credit for taking the assessment. 108 students were enrolled in the class and 32 students were included in the assessment Related Documents: Assessment Data - Competency 4 - Spring 2008 Teams and Groups LOs 1 and 2.pdf Spring 2008		

Understand constraints to team effectiveness

Track: MGMT Outcome Status: Active

Means of Assessment		
Assessment Method	Criterion	Schedule
Three multiple choice questions on issues affecting team and group effectiveness including groupthink, social loafing, and the Asch effect will be included on the final exam of MGMT 3010. All students enrolled in the class will comprise the sample. 90% of all students will get three of three questions correct. 100% will get at least two of three questions correct. Fall, Spring semesters Yes Assessment Method Category: Course-Embedded Measure		

Findings		
Finding	Action	Follow-Up
Course-Embedded Measure - 04/30/2008 - 32 students in MGMT 3010 were assessed during the Spring 2008 semester. Of the 32, 16 (50%) got three of three questions correct. 24 of 32 (75%) got two of three correct. 06/30/2008 - Instructors in MGMT 2500 and MGMT 3010 need to reinforce principles associated with group effectiveness. Students comprehend principles associated with groupthink and social loafing, but missed questions associated with the Asch Effect. Open Finding Type: Criterion Not Met notes: Assessment plan called for all students in MGMT 3010 to be assessed. However, the final exam was given before the assessment was ready. Therefore, students were given extra credit for taking the assessment. 108 students were enrolled in the class and 32 students were included in the assessment. Related Documents: Assessment Data - Competency 4 - Spring 2008 Teams and Groups LOs 1 and 2.pdf Spring 2008		

Demonstrate effective teamwork skills

Track: MGMT Outcome Status: Active

Means of Assessment		
Assessment Method	Criterion	Schedule
At least 30 Associates in MGMT 3010 will be evaluated by their peers using the CATME instrument. 100% of all students will attain an average appraisal score of 3.0 or above (1=low, 5=high) 90% of all students will attain an average appraisal score of 4.0 or above. Fall and Spring semesters Yes Assessment Method Category: Course-Embedded Measure		

Findings		
Finding	Action	Follow-Up

Course-Embedded Measure - 04/15/2008 - 44 students were sampled. 44/44 (100%) attained an average appraisal score of 3.0 or above. 26/44 (59%) attained an average appraisal score of 4.0 or above. 07/08/2008 - 4 teams of 12 were sampled and all scores from students in those four teams were analyzed. A better approach would be to randomly sample students from all 12 teams. This would reduce the impact of any isolated "team effect." Open **Finding Type:** Other **notes:** "Other" was selected because 1 of the two benchmarks were attained. Also, it was clear from the data scores were systematically affected by a team effect. One team in particular had no scores above 4.0. 4 teams of 12 were sampled and all scores from students in those four teams were analyzed. A better approach would be to randomly sample students from all 12 teams. This would reduce the impact of any isolated "team effect." **Related Documents:** [LO 3 May 2008 CATME data.docx](#)

Learning Outcome: Assessment of writing an effective job description

Tracks: HR

Assessment Plan Review Process: Students are assigned job description exercises in both MGMT 3520 and MGMT 4510. They are required to complete the job description according to general industry standards. The assignments are then graded by the professors according to the extent that the student fulfilled the assignment guidelines.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
<p>MGMT 4510: a written thought assignment whereby they interview a classmate about a job she/he has performed and compile the information into a formally written job description. The job description must include a brief summary of the job, five specific task statements, five knowledge, skills, abilities and other requirement statements, and a summary of the context in which the job will function.</p> <p>To assess if additional learning on how to write an effective job description has taken place, students are required to write task statements and KSAOs on the exam.</p>	<p>Individual student grades as well as written feedback</p> <p>25% of the total score for one exam - written and oral feedback is given when exams are returned to students.</p>	<p>Class is offered twice per year</p>	<p>Faculty member reports to HR group on student progress and issues on a semester basis</p>
<p>MGMT 3520: students complete a job analysis interview of other students and write up a job description and specification based on a template given in class.</p>	<p>Students are given feedback on their job description and specification and allowed to correct it until it is approved.</p>	<p>Class is offered in Fall, Spring, and Summer I</p>	<p>Faculty members report to HR group on student progress and issues on a semester basis</p>

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
<p>Students generally perform well on these assignments in 4510, given the practice in 3520 (STRENGTH)</p>	<p>N/A</p>	<p>N/A</p>	<p>N/A</p>
<p>Students vary on their exam grades depending on how much they study (LIMITATION)</p>	<p>No remedy to this variation</p>	<p>N/A</p>	<p>N/A</p>

Western Michigan University

Assessment Impact Report

Department: Management

Learning Outcome: Students should gain interpersonal skills through a greater understanding of individuals with different backgrounds and life experiences

Tracks: HR

Assessment Plan Review Process: Students are exposed to information describing different cultural norms and expectations, as well as values and beliefs, based on race, religion, gender, sexual orientation, age, disability, etc. The students in the course are evaluated to determine their knowledge of these issues in the workplace as well as basic knowledge about different values, cultures, beliefs, etc. tied to diversity.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
MGMT 3500: Students are assessed on their learning through written exams as well as thought assignments on pertinent topics throughout the semester. This enables the professor to determine the amount of reflection and intention toward behavior change the students have.	Individual student exam and thought assignment grades Written feedback	Class is offered twice per year	Faculty member reports to HR group on student progress and issues on a semester basis

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Students vary on their exam grades depending on how much they study (LIMITATION)	No remedy to this variation	N/A	N/A
Students generally do well on the thought assignments (STRENGTH)	N/A	N/A	N/A

Western Michigan University
Assessment Impact Report
Department: Management

Learning Outcome: Students should be aware of the requirements and limitations of employment laws
Tracks: HR

Assessment Plan Review Process: Employment laws are covered in many classes, depending upon the laws that pertain to the class subject matter. Each of these classes tests students on the requirements of the laws. This knowledge will also be assessed on the SHRM pre-certification exam.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
<p>MGMT 4510 (as an example): Students are required to write an analysis of an employment application of their choice identifying items that are in accordance with EEOC pre-employment inquire guidelines and items that are not in compliance with EEOC guidelines. Students must identify how the items that are not in compliance could be corrected.</p> <p>To assess if additional learning has taken place, on an exam, students must analyze a sample employment application identifying items that are not in compliance with EEOC guidelines and explaining how the item could be corrected.</p>	<p>Individual Student Grades: Written and oral feedback is given to the students upon returning their written thought assignment.</p> <p>Individual student grades on exam questions - 15% of the total score for one exam.</p>	<p>Class is offered twice per year</p>	<p>Faculty member reports to HR group on student progress and issues on a semester basis</p>
<p>Additionally, throughout many courses exam questions based on hypothetical situations challenge the students to identify legal issues and how they should handle such situations in accordance with HR laws. Examples include treatment of disabled applicants, documenting the selection process, record retention, when to request documentation and complete an I-9 form, utilization of flow statistics to determine if disparate impact might be occurring, and the legalities of using personality tests in the selection process.</p>	<p>Individual student grades on exam questions</p>	<p>Classes are offered in Fall, Spring, and Summer I</p>	<p>Faculty members report to HR group on student progress and issues on a semester basis</p>

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
70% of all students who have taken the SHRM precertification exam have passed (STRENGTH)	Update class material to reflect test content	Annually, in Spring or early Summer	N/A – just started

**Western Michigan University
Assessment Impact Report
Department: Management**

Learning Outcome: Students should be able to design a structured interview process

Tracks: HR

Assessment Plan Review Process: The ability to design a structured interview process is assessed in MGMT 4510 using an assignment requiring students to prepare 5 behavioral based interview questions with benchmarked responses, as well as an exam question requiring students to write 5 behavioral based interview questions given the knowledge, skills, and abilities for a specific job. Student effectiveness is judged by the professor based on industry standards.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
<p>MGMT 4510: Students are required to develop a structured interview by writing five structured interview questions with benchmarked responses in a written thought assignment. Immediately before students turn in the assignment, students are given class time to actually conduct a structured interview utilizing their questions to interview and evaluate a classmate.</p> <p>To assess if additional learning has occurred on developing a structured interview, an exam question asking students to write five structured interview questions from sample task statements is included.</p>	<p>Individual Student Grades: Written and oral feedback is given to the students upon returning their written thought assignment.</p> <p>Individual student grades on exam questions - 10% of the total score of one exam. Written and oral feedback is given when the exam is returned.</p>	Class is offered twice per year	Faculty member reports to HR group on student progress and issues on a semester basis

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
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Students generally do well on this assignment, given practice and feedback. (STRENGTH)	N/A	N/A	N/A
Students vary on their exam grades depending on how much they study (LIMITATION)	No remedy to this variation		

Western Michigan University
Assessment Impact Report
Department: Management

Learning Outcome: Students should be capable of market-pricing a job

Tracks: HR

Assessment Plan Review Process: Students are required to complete assignments with instructions to market-price jobs. This requires them to access a database, such as Salary.com, and use skills taught to appropriately assign starting salaries for various jobs in various communities.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
MGMT 4320: There are two exercises that utilize market pricing information. The main assignment is the use of regression analysis to combine market data with internal job evaluation data to create a pay line for a set of jobs constituting a job family. Regression analysis is used to smooth the market data so as to create standard increases as a person moves through the job family. Students also complete exercises that involve skill development in matching capsulated job descriptions from hypothetical focal organizations with capsulated job descriptions in commercial surveys. This is an important skill in correctly using commercially available market data.	Individual Student Grades: Written and oral feedback is given to the students upon returning their assignment	Class is offered twice per year	Faculty member reports to HR group on student progress and issues on a semester basis
MGMT 3520: Students are asked to study geographical differentials in market data by estimating pay data for four jobs in five different US cities. For this exercise, data is taken from salary.com.	Individual Student Grades: Written and oral feedback is given to the students upon returning their assignment	Class is offered three times per year, multiple sections	Faculty member reports to HR group on student progress and issues on a semester basis

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
In 2007-2008, 60% of students who took the	We need to make sure	Each Fall and	N/A

<p>compensation and benefits portion of the SHRM precertification exam passed (STRENGTH)</p> <p>In 2007-2008, only 5 students took the SHRM exam (LIMITATION)</p>	<p>students from all ability levels take the exam to accurately represent the knowledge of our students</p>	<p>Spring semester</p>	
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Western Michigan University
Assessment Impact Report
Department: Management

Outcome: Students should be able to compute a compa-ratio/performance rating matrix to determine salary increase guidelines.

Tracks: HR

Assessment Plan Review Process: Students are asked to complete a compa-ratio/ performance rating matrix for a group of hypothetical employees. The effectiveness and accuracy of the matrix is assessed by the professor based on industry standards.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
MGMT 4320: Students are asked to calculate merit pay guidelines that reflect both employee performance and current position in the pay range. An employee's position in the pay range is expressed quantitatively by calculating the compa-ratio of their salary versus the mean of the pay range. A set of guidelines are then developed using a matrix that is in effect a set of double weighted averages. The matrix is known as a compa-ratio/performance matrix.	Individual Student Grades: Written and oral feedback is given to the students upon returning their assignment	Class is offered twice per year	Faculty member reports to HR group on student progress and issues on a semester basis

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
In 2007-2008, 60% of students who took the compensation and benefits portion of the SHRM precertification exam passed (STRENGTH) In 2007-2008, only 5 students took the SHRM exam (LIMITATION)	We need to make sure students from all ability levels take the exam to accurately represent the knowledge of our students	Each Fall and Spring semester	N/A

Western Michigan University
Assessment Impact Report
Department: Management

Program Outcome: To facilitate external involvement in the program by establishing an executive advisory council

Tracks: HR

Assessment Plan Review Process: We are working to establish this council, which we see as a primary benefit to our students. We hope to have the council in place during the 2008-2009 academic year.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
We will determine if an executive advisory council is in place (a yes or no outcome)	Establishment of council	ASAP, with meetings occurring at least once per year	HR faculty are kept up-to-date on the progress of this goal.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Currently no advisory council is in place (LIMITATION)	Establish an advisory council in 2008-2009	Fall 2008, Spring 2009	No.

Western Michigan University
Assessment Impact Report
Department: Management

Program Outcome: To allow the timely graduation of our students by allowing 75% of HR majors to complete their degree within five years, starting in 2005

Tracks: HR

Assessment Plan Review Process: We will assess this annually with data from the registrar's office

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Registrar's office data from prior years (2000 through 2008); continue to collect annually	Graduation rate and time to graduation	Annually in the spring	Communicated to HR faculty as soon as data is generated

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies

implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
Approximately 94% of our majors who graduated in Spring 2008 matriculated within 5 years (STRENGTH)	N/A	N/A	N/A

Western Michigan University
Assessment Impact Report
Department: Management

Program Outcome: To assure the preparedness of our graduates to accept HR positions, as indicated by establishing a 50% pass rate of graduating students on the SHRM pre-certification exam by 2006

Tracks: HR

Assessment Plan Review Process: We will investigate the common knowledge standards of an internationally-recognized HR professional organization (Society for Human Resource Management, SHRM), in order to insure compliance with these standard in our curriculum. We will keep current with these standards by faculty membership in this organization, as well as annual documents published by SHRM in regard to their certification exams.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Students will be asked to take the pre-certification exam as a part of their assignments in MGMT 4320	Pass rate is a score of 67 or better	Each semester	Communicated to HR faculty as soon as data is generated

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
None of the students who took the pre-certification exam achieved an overall passing score, although most passed 2 or more sections of the exam (only 5 students took the exam) (LIMITATION)	Several of our best students did not take the exam, thus we need to make sure students from all ability levels take the exam to accurately represent the knowledge of our students	Each semester (Fall and Spring)	N/A

Western Michigan University
Assessment Impact Report
Department: Management

Program Outcome: To improve marketability of HR students for job placement by providing opportunities like internships, resume workshops, job shadowing, mock interviews, and company visits

Tracks: HR

Assessment Plan Review Process: We will continue measuring placement success with the help of the university placement office, by surveying exiting students as well as alumni in regard to the jobs, salary, and preparedness to attain a job. This will help us assess the marketability of our students. We also will facilitate relationships with HR executives in the area, as well as with the local HR professional group, the Kalamazoo Human Resource Management Association (the local chapter of SHRM).

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Are these events scheduled through the student HR group (a yes or no outcome)	Yes or No	Assess annually	Communicated to HR faculty as soon as data is generated

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
The SEHR student group scheduled all of these events, with the help of faculty members and local KHRMA mentors, in the 2007-2008 school year (STRENGTH)	N/A	N/A	N/A
Average salary for HR graduates from the 2007 WMU graduate report is \$36,000, up from \$35,833 in 2005-2006, and \$31,670 in 2001-2002 (STRENGTH)	N/A	N/A	N/A
Companies who have hired HR majors in the past 8 years include UPS, Plant-Moran, National City, Ford Motor Company, Stryker Instruments, Lear Corporation, Kellogg, Hyatt, Marriott, Burroughs, Domino's Pizza, Corporate Security Solutions, and AFLAC (STRENGTH)	N/A	N/A	N/A

Assessment Impact Report
Department: Management

Program Outcome: To grow the interest in the HR program, as evidenced by increasing the average number of HR majors above the College of Business enrollment increases over the next five years

Tracks: HR

Assessment Plan Review Process: We will continue to track the number of students declaring an HR major using information from the Cognos and Banner systems.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
Data from the Cognos and Banner systems, starting in Fall 2000	Number of majors	Assess annually	Communicated to HR faculty as soon as data is generated

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements. For each finding, indicate whether the finding is a strength or limitation. Provide information about any remedies implemented to address limitations and any follow-up to the remedy.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
<p>The number of majors increased from 68 in Fall, 2000 to 131 in Fall, 2004, almost a 100% increase (STRENGTH)</p> <p>The number of HR majors decreased from 87 majors in Spring, 2007 to 81 majors in Spring, 2008. The number of pre-HR majors increased during this time from 34 to 38. (LIMITATION)</p>	<p>More HR tenure-track professors will be regularly scheduled to teach the core Organizational Behavior course, to attract students into the HR major.</p> <p>Number of sections for each upper level HR major course has been cut from 3 to 2 annual sections</p>	Spring, 2008	N/A

Integrated Supply Management Major Assessment Report
Department of Management
Haworth College of Business
Western Michigan University

This report is designed to summarize the progress the ISM faculty has made in assessing the ISM major according the assessment plan drafted in academic year 2003-2004. This report has been compiled using data from 2006-2008.

The ISM program is using the Assessment plan to continue its traditional focus on delivering relevant educational content and continuously improving the program.

Assessment Methods

The ISM program currently uses the following assessment methods to evaluate program outcomes:

Method	Criterion	Schedule	Feedback Loop
Executive Council Feedback	Employer evaluation of ISM graduate performance	October and February of each academic year	Faculty members receive feedback directly from Executive Council Members during the semi-annual meetings
Student Feedback	Online survey responses from graduating seniors	Each semester	Survey data is regularly shared with faculty members
APICS Certification	Student performance on APICS Module 1 exam taken in MGMT 4640.	Each semester	Data used to improve production planning coverage
Capstone Course	Student performance in capstone course	Each semester	Capstone course instructor shares performance data with faculty members
Employee Placement	Placement rates and starting salaries	Each academic year	Data shared with faculty members

Additional professional certification exams, similar to the APICS certification exam, are being explored for future use.

Western Michigan University
Assessment Impact Report
Department: Management

Learning Outcome: 1. Comprehend the role of supply management in today's global economy

Findings for this Outcome:

ISM students need international experience to further this goal. Each year, faculty in the ISM program organize a short-term study abroad program. While the programs are open to all WMU students, approximately half of the participants are ISM students. In the current assessment period, between 20 and 20% of ISM graduates participate in a short-term program.

Students are being encouraged to participate in semester study-abroad programs. In the 2006-2007 academic year, one ISM student studied abroad for a semester. Efforts to publicize and facilitate the process of studying abroad are having an impact. In the 2007-2008 academic year, two students studied abroad for a semester. At least four ISM students plan to spend a semester abroad in the 2008-2009 academic year.

Learning Outcome: 2. Understand how engineering, purchasing, manufacturing, logistics and quality management decisions made by suppliers, manufacturers and end-user organizations affect supply chain performance.

Tracks: ISM

Findings for this Outcome:

- The need for more knowledge and skills, identified by Executive Council Feedback, has been addressed by advising students to take CIS 2640 (Business Reporting) instead of ECE 1000 (Electrical Circuits).
- ISM students have been getting additional negotiating experience through workshops that have been offered to ISM students by Whirlpool procurement professionals.
- Curriculum changes will be proposed Fall 2008 that will provide elective opportunities for students to tailor their academic program to their specific field of interest.

Learning Outcome: 3. Ability to work with the technology and technical documents related to engineering, procurement, manufacturing and logistics.

Findings for this Outcome:

- Engineering courses provide much of this outcome.
- This outcome will be strengthened by the continuing integration of ERP technology in MGMT 4000 and MGMT 4640.

Learning Outcome: 4. Ability to develop procurement, manufacturing and logistics plans to efficiently and effectively source, manufacture and distribute goods.

Findings for this Outcome:

- Performance in this area has been greatly improved through the implementation of industry projects in MGMT 4810.

Learning Outcome: 5. Ability to employ problem-solving and critical thinking skills to analyze supply management issues.

Findings for this Outcome:

- A curriculum change to rename and renumber MGMT 4810 will be proposed in the fall. The new course will be numbered MGMT 3810 to encourage students to take this course in their junior year so that they receive applied experience in problem solving skills in time to apply this knowledge in an internship experience. Internship experience is strongly encouraged in the ISM program, and over 70% ISM students graduate with at least one internship.

Learning Outcome: 6. Ability to use information technology to analyze supply chain problems and make managerial decisions.

Findings for this Outcome:

- A new course, MGMT 3200, ERP Configuration Management, will be proposed in the fall. This course has been offered to ISM students as MGMT 4000. This course has students configure an ERP system to manage business processes, including purchasing, manufacturing and sales.
- ERP technology has been enhanced in MGMT 4640 with the inclusion of the ERP simulation game developed at HEC Montreal.

Learning Outcome: 7. Appreciate the vital role supply management plays in the economy.

Findings for this Outcome:

- A curriculum change to rename renumber MGMT 4800 is in process. The new course will be MGMT 2800, Introduction to Supply Chain Management. The content of the course will be adjusted slightly. The main change will be to encourage students to take this course early in their curriculum so that they can be exposed to supply chain concepts earlier in their academic program to increase their awareness the vital role supply management plays in the economy.

Learning Outcome: 8. Appreciate the importance of continuous process improvement efforts in establishing and maintaining competitive advantage.

Findings for this Outcome:

- Survey data shows that this outcome is being successfully achieved by the capstone experience (MGKT4850/IME4880) and IME3280, Quality Management.

Learning Outcome: 9. Participate actively and thoughtfully in extra curricular activities that endeavor to advance the goals of supply management education and practice.

Findings for this Outcome:

- Participation in the student chapter of APICS has increased over the past three years. APICS board members regularly participate in regional and national conferences.
- Increased student participation in local APICS meetings and participation in the Institute for Supply Management organization are future goals.

MEMORANDUM

To: Dr. David Shields, Dean
Haworth College of Business

From: Dr. Bernard Han, Chair
Dept of Business Information Systems

Date: July 25, 2008

Subj: Annual Report on the Measurement of Student Learning Outcomes (2007-08)

The BIS department is composed of two autonomous academic programs. A separate summary is given below for each program to address curriculum changes taken since July 2007 as a response to student learning assessment in 2007-08.

Part I: Computer Information Systems (CIS) Program

The CIS Program offers three academic majors – Computer Information Systems (CIS), e-Business Design (e-BizD), and Telecommunication & Information Management (TIM). Since two-thirds of the CIS core courses are shared by these three majors and each major's required cores are also cross-listed as electives for other majors, one common assessment plan (see Appendix I) is used to examine student learning of twenty clearly-defined learning outcomes.

As shown in Appendix I, the first three learning outcomes are assessed based on survey data collected from the five major stakeholders of the CIS Program. Our findings showed that the feedback from all stakeholders have met our expected satisfaction standards. The remaining twenty (22) learning outcomes are expected to be produced by the eleven (11) CIS courses, and are assessed solely based on learning survey from students. As shown in the detailed report, the learning results from most courses (except CIS CIS2800, CIS4640, CIS4900, and CIS4990) have met the minimum satisfaction requirements. The three courses did not have positive results were due to incomplete survey. Necessary actions are to take in Fall 2008 and Spring 2009 to ensure positive learning outcomes will be produced. Specific answers towards curriculum changes or course improvements are given below.

a. What specific actions were taken as a result of assessment data? In particular, how have academic programs or courses have been affected?

Since many curriculum changes were made in academic years 2005 and 2006, the major actions taken in Fall 2007 and Spring 2008 were to enforce the content improvements to match to the redesigned curriculum approved in prior years. Details follow.

Fall 2007

- Completed the curriculum revisions for Telecommunications & Information Management (TIM) major. While most of the revisions were done in the academic year 2006, the final version of the revised TIM major was submitted and approved in Fall 2007. Its belated approval was because TIM is an interdisciplinary major and its revisions need to be approved by the College of Arts and Sciences.
- Content Improvement of BUS2700 (Business-driven Information Technology). Two new subjects, automotive business reporting and collaborative learning using Web 2.0, were added as required hands-on in this college-wide core.
- With the strong support of CIS Executive Committee (formed in June 2007), and the recommendation from the CIS Advisory Council Meeting (held in November 2006), two new initiatives were taken by the CIS Program to enhance the IT Education at WMU as an integrative approach to support the three majors revised in 2005 and 2006. A simple description for each initiative is given below:
 - Collaborative IT Education with High School Project (initiated in May 2007) – Phase I of this project was completed in Fall 2007. One high school (Kalamazoo Central High School) was involved with the collaborative support from elite students of CIS1020. Early findings showed that student learning is enhanced at both WMU and the high school.
 - e-Firm Education Experience Project (initiated in September 2007). Students from two CIS courses (CIS3260 and CIS4600) were pilot testing the development of a networked secure database through an electronic team framework. Findings were positive, though challenging.

Spring 2008

- Continuation of Collaborative IT Education Project – In Spring, two high schools are involved – Kalamazoo Central High and Mattawan High. This project's progress was presented to the Seventh WMU IT Forum in March 2008, and received warm feedback on its continuity.
- Continuation of e-Firm Experience Education Project – Sequel to the early success in Fall 2007, a Phase I implementation was conducted in Spring 2008 by including three CIS cores – CIS3660, CIS4600, and CIS4900. A “simulated” e-Firm was developed to highlight students' integrated learning of multiple subjects via the electronic team framework. The project was also presented in the Seventh WMU IT Forum, and it was well complemented by the participants.
- A new elective (CIS5550) focused on “data warehousing and business intelligence” was offered to both undergraduate and graduate students.

b. What specific actions remain to be taken? By what date?

As shown on the Assessment Reports, a few specific actions will be taken to ensure the continuity of learning assessment and, possibly, development of action plans for further improvements

- Reinforcement of complete data collection. As shown on the learning outcomes assessment, four courses (i.e., CIS2800, CIS4900, CIS4640, and CIS4990) need to be closely monitored on their student learning surveys. These actions will be taken in both Fall 2008 and Spring 2009. Results from learning survey will be reported in 2009.
- All assessment results will be reported in the CIS Annual Retreat, which is to be held on August 26, 2008. Necessary action plans will be defined for the coming academic year 2008-09.
- All defined action plans and the two initiative progress will be presented to the CIS Executive Committee Meeting on September 19, 2008 to seek comments for refinements. Then, refined action plans will be presented to the CIS Advisory Council Meeting on November 7, 2008 for further support.

c. What changes, if any, were made to the department-level plan since July 1, 2007?

There was no change made at the department-level.

Part II: Business Communication (BCM) Program

The BCM Program Assessment Plan primarily focuses on the student learning assessment of two core courses: *BCM 1420 Informational Writing* and *BUS 3700 Integrated Communication in Business*. The assessment methodology is similar for both courses: articulating appropriate and shared evaluative criteria, drawing papers randomly from all sections of each course, ensuring blind readings from two raters, and compiling results. In both cases, we have deliberately focused on analytical writings and our three-tiered ratings echo what is done in other writing assessments on campus. BCM assessment results have been reported to the program faculty annually and updated results are to be provided by the BCM faculty.

In Fall 2007, a few curriculum revisions were made to enhance students' learning of business writing and communications. Specifics follow.

- Deletion of unoffered courses. Since "Administrative Systems" major and minor were not offered, all courses (i.e. BCM3860, BCM3880, BCM4560, BCM4580, and BCM4860) in this area were deleted.
- Revised two BCM courses (i.e., BCM1000 and BCM4800) to reflect education needs in Business Communication.

Western Michigan University
Assessment Impact Report
Department: Business Information Systems - CIS Program

Outcome #1 (Common Learning Objective 1): To teach state-of-the-art information technologies

Tracks:

Assessment Plan Review Process: This learning outcome for all three majors (CIS, TIM, eBizD) will be evaluated once a year based on surveys collected from five stakeholders of the CIS program; Results will be analyzed in Spring/early Summer for discussion in CIS retreat (late Summer) to derive remedy plans; then, action plans will be presented to the Annual Advisory Council (late October/early November) for recommendations.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
[Student learning survey] Students taking CIS courses are surveyed two times in each regular semester. One survey is administered at the beginning of the semester, and another one at the end of the semester. Two questions relating to this learning outcome are listed below: 1. Understand contemporary information technologies in support of business (Question 1). 2. Know how to use information technologies for business applications (Question 2).	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The overall average of the two questions from the end-of-semester survey should be at least 3.0.	At least once a year. Note that some courses are offered regularly, some are only offered once a year, and some others are only offered when there is demand.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.
[Employer survey]	The overall average should be at least 3.0 to indicate employer satisfaction towards CIS graduates and CIS	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop

	program.		strategies for future improvements.
[Alumni survey]	The overall average should be at least 3.0 to indicate good alumni satisfaction towards CIS program.	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.
[IT Forum survey]	The overall average should be at least 3.0.	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.
[CIS advisory council survey]	The overall rating should be at least 3.0.	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for Outcome #1:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
<p>[Student learning survey] Fall 2007 Two questions (Q1 and Q2) in the Student Learning Survey were used to assess this LO. These two questions are applicable for CIS core courses at ALL levels. (1) The end-of-semester survey shows that the average rating for Q1 and Q2 were 3.83 and 3.86 respectively. Both ratings exceed 3.0, indicating that courses greatly exceeds the minimum requirement for this LO. (2) The average improvement between start-of-semester and end-of-semester surveys on the two questions is 0.45 (0.44 for Q1 and 0.46 for Q2).</p> <p>Spring 2008 (1) The end-of-semester survey shows that the average rating for Q1 and Q2 were 3.85 and 3.94 respectively. Both ratings exceed 3.0, indicating that courses greatly exceeds the minimum requirement for this LO. (2) The average improvement between start-of-semester and end-of-semester surveys on the two questions is 0.85 (0.90 for Q1 and 0.80 for Q2).</p>	<p>Ratings already exceed minimum requirement. (07/15/2008)</p>	<p>CIS Retreat (Aug 26, 2008)</p>	<p>Yes</p>
<p>[IT Forum] The average rating of the annual IT Forum survey (Q1-Q9) was 4.25 in 2008, which indicates a great deal of satisfaction among participants. The average rating for the Q10 is 2.8, which indicates low level of support for sponsorship.</p>	<p>Ratings already exceed minimum requirement. (07/15/2008)</p>	<p>CIS Retreat (Aug 26, 2008)</p>	<p>Yes</p>
<p>[Alumni survey]</p>	<p>Ratings</p>	<p>To be presented</p>	<p>Yes</p>

<p>The average rating of the annual alumni survey (Q1-Q8) was 3.78 in 2007, which exceeds the minimum of 3.0. The alumni are only surveyed once a year.</p>	<p>already exceed minimum requirement. (07/15/2008)</p>	<p>to the CIS Retreat (Aug 26, 2008)</p>	
<p>[Employer survey] The average rating of this survey was 3.17 in 2007. The rating varied greatly from 1.57 to 4.36.</p>	<p>Ratings already exceed minimum requirement. (07/15/2008)</p>	<p>To be presented to the CIS Retreat (Aug 26, 2008)</p>	<p>Yes</p>
<p>[Advisory council survey] The average rating of the advisory council survey was 3.38 in 2007, which exceeds the minimum of 3.0.</p>	<p>Ratings already exceed minimum requirement. (07/15/2008)</p>	<p>To be presented to the CIS Retreat (Aug 26, 2008)</p>	<p>Yes</p>

Western Michigan University
Assessment Impact Report
Department: Business Information Systems - CIS Program

Outcome #2 (Common Learning Objective 2): To prepare graduates for the dynamic market needs

Tracks:

Assessment Plan Review Process: This learning outcome for all three majors (CIS, TIM, eBizD) will be evaluated once a year based on surveys collected from five stakeholders of the CIS program; Results will be analyzed in Spring/early Summer for discussion in CIS retreat (late Summer) to derive remedy plans; then, action plans will be presented to the Annual Advisory Council (late October/early November) for recommendations.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
[Student learning survey] Students taking CIS courses are surveyed two times in each regular semester. One survey is administered at the beginning of the semester, and another one at the end of the semester. Two questions relating to this learning outcome are listed below: 1. Understand business needs supported by information technologies (Question 3). 2. Apply information technology knowledge and skills to meet the changing market needs (Question 4).	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The overall average of the two questions from the end-of-semester survey should be at least 3.0.	At least once a year. Note that some courses are offered regularly, some are only offered once a year, and some others are only offered when there is demand.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.
[Employer survey]	The overall average should be at least 3.0 to indicate employer satisfaction towards CIS graduates and CIS	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop

	program.		strategies for future improvements.
[Alumni survey]	The overall average should be at least 3.0 to indicate good alumni satisfaction towards CIS program.	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.
[IT Forum survey]	The overall average should be at least 3.0.	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.
[CIS advisory council survey]	The overall rating should be at least 3.0.	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for Outcome #2:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
<p>[Student learning survey] Fall 2007 Student learning survey: Two questions (Q3 and Q4) in the Student Learning Survey were used to assess this LO. Note that these two questions are applicable for upper-level CIS core courses only (CIS4600, CIS4640, and CIS4990). Complete data for these 3 courses were not available for analysis.</p> <p>Spring 2008 Student learning survey: Two questions (Q3 and Q4) in the Student Learning Survey were used to assess this LO. Data for only one course (CIS4600) was complete. The end-of-semester survey shows that the average rating for Q3 and Q4 were 3.91 and 3.61 respectively. Both ratings exceed 3.0, indicating that courses significantly exceeds the minimum requirement for this LO. The average improvement between start-of-semester and end-of-semester surveys on the two questions is 0.32 (0.41 for Q3 and 0.23 for Q4).</p>	<p>Ratings already exceed minimum requirement. (07/15/2008)</p>	<p>CIS Retreat (Aug 26, 2008)</p>	<p>Yes</p>
<p>[IT Forum] The average rating of the annual IT Forum survey (Q1-Q9) was 4.25 in 2008, which indicates a great deal of satisfaction among participants. The average rating for the Q10 is 2.8, which indicates low level of support for sponsorship.</p>	<p>Ratings already exceed minimum requirement. (07/15/2008)</p>	<p>CIS Retreat (Aug 26, 2008)</p>	<p>Yes</p>
<p>[Alumni survey] The average rating of the annual alumni survey (Q1-Q8) was 3.78 in 2007, which exceeds the minimum of 3.0. The alumni are only surveyed once a</p>	<p>Ratings already exceed minimum requirement.</p>	<p>To be presented to the CIS Retreat (Aug 26, 2008)</p>	<p>Yes</p>

year.	(07/15/2008)		
[Employer survey] The average rating of this survey was 3.17 in 2007. The rating varied greatly from 1.57 to 4.36.	Ratings already exceed minimum requirement. (07/15/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes
[Advisory council survey] The average rating of the advisory council survey was 3.38 in 2007, which exceeds the minimum of 3.0.	Ratings already exceed minimum requirement. (07/15/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

Western Michigan University
Assessment Impact Report
Department: Business Information Systems - CIS Program

Outcome #3 (Common Learning Objective 3): To develop IT-oriented curriculum that meets stakeholders' needs

Tracks:

Assessment Plan Review Process: This learning outcome for all three majors (CIS, TIM, eBizD) will be evaluated once a year based on surveys collected from five stakeholders of the CIS program; Results will be analyzed in Spring/early Summer for discussion in CIS retreat (late Summer) to derive remedy plans; then, action plans will be presented to the Annual Advisory Council (late October/early November) for recommendations.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
[Student learning survey] Students taking CIS courses are surveyed two times in each regular semester. One survey is administered at the beginning of the semester, and another one at the end of the semester. The question relating to this learning outcome is listed below: 1. Curriculum prepares you for information technology-oriented career (Question 5).	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The overall average of the question from the end-of-semester survey should be at least 3.0.	At least once a year. Note that some courses are offered regularly, some are only offered once a year, and some others are only offered when there is demand.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.
[Employer survey]	The overall average should be at least 3.0 to indicate employer satisfaction towards CIS graduates and CIS program.	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.
[Alumni survey]	The overall average should be at least 3.0	Once a year.	During the annual CIS faculty retreat,

	to indicate good alumni satisfaction towards CIS program.		the faculty will review the findings and develop strategies for future improvements.
[IT Forum survey]	The overall average should be at least 3.0.	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.
[CIS advisory council survey]	The overall rating should be at least 3.0.	Once a year.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for Outcome #3:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
<p>[Student learning survey] Fall 2007 Student learning survey: One question (Q5) in the Student Learning Survey was used to assess this LO. Note that this question is for upper-level CIS course courses only (CIS4600, CIS4640, and CIS4990). Complete data for these 3 courses were not available for analysis.</p> <p>Spring 2008 Student learning survey: One question (Q5) in the Student Learning Survey was used to assess this LO. Data for only one course (CIS4600) was complete. The end-of-semester survey shows that the average rating for Q5 was 3.78, which exceeded 3.0. The average improvement between start-of-semester and end-of-semester surveys is 0.36.</p>	<p>Ratings already exceed minimum requirement. (07/15/2008)</p>	<p>To be presented to the CIS Retreat (Aug 26, 2008)</p>	<p>Yes</p>
<p>[IT Forum] The average rating of the annual IT Forum survey (Q1-Q9) was 4.25 in 2008, which indicates a great deal of satisfaction among participants. The average rating for the Q10 is 2.8, which indicates low level of support for sponsorship.</p>	<p>Ratings already exceed minimum requirement. (07/15/2008)</p>	<p>CIS Retreat (Aug 26, 2008)</p>	<p>Yes</p>
<p>[Alumni survey] The average rating of the annual alumni survey (Q1-Q8) was 3.78 in 2007, which exceeds the minimum of 3.0. The alumni are only surveyed once a year.</p>	<p>Ratings already exceed minimum requirement. (07/15/2008)</p>	<p>To be presented to the CIS Retreat (Aug 26, 2008)</p>	<p>Yes</p>
<p>[Employer survey] The average rating</p>	<p>Ratings</p>	<p>To be presented</p>	<p>Yes</p>

of this survey was 3.17 in 2007. The rating varied greatly from 1.57 to 4.36.	already exceed minimum requirement. (07/15/2008)	to the CIS Retreat (Aug 26, 2008)	
[Advisory council survey] The average rating of the advisory council survey was 3.38 in 2007, which exceeds the minimum of 3.0.	Ratings already exceed minimum requirement. (07/15/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

Western Michigan University
Assessment Impact Report
Department: Business Information Systems - CIS Program

Outcome #4: Understand programming principles, logic and control structures.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] [Fall 2007] Section 1: Average semester end rating is 3.86 (Section2: 4.04), which shows a significant learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.79 (Section 2: 0.60). Both sections: Average semester end rating = 3.95, mean difference = 0.70. [Spring 2008] Two sections were offered. Average semester end rating for section 1 is 4.11 which indicates a	Ratings already exceed minimum requirement. (07/15/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

substantial learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 1.09. Average semester end rating for section 2 is not complete.			
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Western Michigan University
Assessment Impact Report
Department: Business Information Systems - CIS Program

Outcome #5: Develop business applications using a current programming language.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] [Fall 2007] Section 1: Average semester end rating is 3.86 (Section2: 4.04), which shows a significant learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.79 (Section 2: 0.60). Both sections: Average semester end rating = 3.95, mean difference = 0.70. [Spring 2008] Two sections were	Ratings already exceed minimum requirement. (07/15/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Assessment on this course shall be done in each semester, and will be enforced in Fall 2008 and Spring

offered. Average semester end rating for section 1 is 4.11 which indicates a substantial learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 1.09. Average semester end rating for section 2 is not complete.			2009.
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Western Michigan University
Assessment Impact Report
Department: Business Information Systems - CIS Program

Outcome #6: Understand programming principles, logic and control structures.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] [Fall 2007] Not offered. [Spring 2008] One section was offered. Learning survey was not conducted in the end of the semester. Data is not complete for assessment.	Survey was done in Spring 2008, but not complete.	To be presented to the CIS Retreat (Aug 26, 2008)	Assessment on this outcome shall be closely monitored in Fall 2008/Spring 2009

Western Michigan University
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Outcome #7: Develop web-based applications using Internet programming languages

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] [Fall 2007] Not offered. [Spring 2008] One section was offered. Learning survey was not conducted in the end of the semester. Data is not complete for assessment.	Survey was done in Spring 2008, but not complete.	CIS Retreat (Aug 26, 2008)	Assessment on this outcome shall be closely monitored in Fall 2008/Spring 2009

Western Michigan University
Assessment Impact Report
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Outcome #8: Understand network essentials and the functionality of LANs

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] [Fall 2007] Average semester end rating is 3.89 which shows a significant learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.53.	Ratings already exceed minimum requirement. (07/15/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

Western Michigan University
Assessment Impact Report
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Outcome #9: Know how to plan, design, and administer LANs and manage network security

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] [Fall 2007] Average semester end rating is 3.89 which indicate a significant learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.53.	Ratings already exceed minimum requirement. (07/20/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

Western Michigan University
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Outcome #10: Understand how information systems are developed in support of business.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] [Fall 2007] Average semester end rating is 3.92 which show a significant learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.66. [Spring 2008] Average semester end rating is 4.01 which indicate a	Ratings already exceed minimum requirement. (07/15/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

substantial learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 1.01.			
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Western Michigan University
Assessment Impact Report
Department: Business Information Systems - CIS Program

Outcome #11: Apply methodologies and modeling tools to analyze and design information systems.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] [Fall 2007] Average semester end rating is 3.92 which show a significant learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.66. [Spring 2008] Average semester end rating is 4.01 which indicate a	Ratings already exceed minimum requirement. (07/20/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

substantial learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 1.01.			
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Western Michigan University
Assessment Impact Report
Department: Business Information Systems - CIS Program

Outcome #12: Understand large scale network planning and their functions in support of business.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] It was offered in Spring 2008 only. Average semester end rating is 4.07 which indicate a substantial learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.91.	Ratings already exceed minimum requirement. (07/20/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

Western Michigan University
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Outcome #13: Demonstrate the ability to design computer network architecture and deployment.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] It was offered in Spring 2008. Average semester end rating is 4.07 which indicate a substantial learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.91.	Ratings already exceed minimum requirement. (07/20/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

Western Michigan University
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Outcome #14: Understand how to apply human-computer interaction theories to website design.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] CIS3900 was offered in Fall 2007 only. Average semester end rating is 4.05 which show a significant learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.60. [Fall 2007]	Ratings already exceed minimum requirement. (07/15/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

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Outcome #15: Know how to design, develop, and implement effective Websites.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] CIS3900 was offered in Fall 2007 only. Average semester end rating is 4.05 which show a significant learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.60.	Ratings already exceed minimum requirement. (07/20/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

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Outcome #16: Demonstrate the ability in database modeling for real world business applications.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] Average semester end rating is 3.83 which indicate a significant learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.46. [Spring 2008]	Ratings already exceed minimum requirement. (07/15/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

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Outcome #17: Demonstrate the ability to retrieve, analyze, and display information from databases.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] Average semester end rating is 3.83 which indicate a significant learning achievement. The mean difference between the beginning and end-of-semester surveys on this question is 0.46. [Spring 2008]	Ratings already exceed minimum requirement. (07/15/2008)	To be presented to the CIS Retreat (Aug 26, 2008)	Yes

Western Michigan University
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Outcome #18: Demonstrate the ability of using emerging data mining tools and artificial intelligence methodologies to discover and interpret new knowledge from large data sets.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] Learning survey was not done in the end of the semester and assessment analysis was not possible.	Survey needs to be done in the future	CIS Retreat (Aug 27, 2007)	This learning outcome shall be closely monitored in Fall 2008/Spring 2009.

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Outcome #19: Demonstrate the ability to deploy those models for real world applications to support business operations/managerial decision making.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] Learning survey was not done in the end of the semester and assessment analysis was not possible.	Survey needs to be done in the future	CIS Retreat (Aug 27, 2007)	This learning outcome shall be closely monitored in Fall 2008/Spring 2009.

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Outcome #20: Understand how to develop e-commerce applications.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] Learning survey was not done in the end of the semester and assessment analysis was not possible.	Survey shall be done in Spring 2009	CIS Retreat (Aug 27, 2007)	To be enforced in Spring 2009.

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Outcome #21: Know how to apply web technologies to interface e-commerce applications with other software systems.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] Learning survey was not done in the end of the semester and assessment analysis was not possible.	Survey shall be done in Spring 2009	CIS Retreat (Aug 27, 2007)	To be enforced in Spring 2009.

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Outcome #22: Plan, deploy, and maintain Web systems and services in a business environment.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] CIS4950 was not offered in this academic year (Fall 2007 and Spring 2008)	Survey will be done in Spring 2009	CIS Retreat (Aug 27, 2007)	Survey will be done in Spring 2009

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Outcome #23: Understand how to manage various information policies and procedures in a business environment.

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] CIS4950 was not offered in this academic year (Fall 2007 and Spring 2008)	Survey will be done in Spring 2009	CIS Retreat (Aug 27, 2007)	Survey will be done in Spring 2009

Western Michigan University
Assessment Impact Report
Department: Business Information Systems - CIS Program

Outcome #24: Understand enterprise application architecture

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] Learning surveys were not complete and outcome analysis not possible.	Complete survey needs to be done in Fall 2008.	CIS Retreat (Aug 27, 2007)	Assessment of this course will be closely monitored in Fall 2008 and Spring 2009.

Western Michigan University
Assessment Impact Report
Department: Business Information Systems - CIS Program

Outcome #25: Know how to work with and develop enterprise systems

Tracks:

Assessment Plan Review Process: This learning outcome for this course will be evaluated at least once a year based on learning survey data collected from CIS students. Results will be analyzed in early Summer for discussion during the CIS retreat (late Summer) to develop remedy plans, if any, for future improvements.

Assessment Methods for this Outcome:

Method	Criterion	Schedule	Feedback Loop
One question relating to this course objective is embedded in Student Learning Survey.	There needs to be enough difference in mean values between the two surveys for the question(s) relating to this outcome. The end-of-semester average should be at least 3.0.	At least once a year when the course is offered.	During the annual CIS faculty retreat, the faculty will review the findings and develop strategies for future improvements.

Findings for this Outcome:

Findings should indicate how assessment data are being used to make decisions about program improvements.

Finding (date)	Remedy (date)	Follow-Up (date)	Resolved?
[Student learning survey] Learning surveys were not complete and outcome analysis not possible.	Complete survey needs to be done in Fall 2008.	CIS Retreat (Aug 27, 2007)	Assessment of this course will be closely monitored in Fall 2008 and Spring 2009.

Appendix I
CIS Program Assessment Plan
 (Revised May 2006 & December 2006)
 Summary of Updated Learning Outcomes

25 Learning Outcomes (Objectives)	Measuring Instruments				
	Student Learning Survey	Employer Survey	Alumni Survey	IT Forum Survey	Advisory Council Survey
Part I: Common learning outcomes (objectives)					
Outcome 1 : To teach state-of-the-art information technologies <ul style="list-style-type: none"> • Understand contemporary information technologies in support of business. • Know how to use information technologies for business applications. 	X	X	X	X	X
Outcome 2 : To prepare graduates for the dynamic market needs <ul style="list-style-type: none"> • Understand business needs supported by information technologies. • Apply information technology knowledge and skills to meet the changing market needs. 	X	X	X	X	X
Outcome 3 : To develop IT-oriented curriculum that meets stakeholders' needs <ul style="list-style-type: none"> • Curriculum prepares you for information technology-oriented career 	X	X	X	X	X
Part II: Course-specific learning outcomes					
CIS2600/2610 Business Programming A & B Outcome 4: Understand programming principles, logic and control structures. Outcome 5: Develop business applications using a current programming language	X				
CIS2800 Internet Programming Outcome 6: Understand programming principles, logic and control structures. Outcome 7: Develop web-based applications using Internet programming	X				

languages					
CIS3260 Networking and Data Communication Outcome 8: Understand network essentials and the functionality of LANs Outcome 9: Know how to plan, design, and administer LANs and manage network security	X				
CIS3600 System Analysis and Design Outcome 10: Understand how information systems are developed in support of business. Outcome 11: Apply methodologies and modeling tools to analyze and design information systems	X				

CIS3660 Information Assurance and Compliance Outcome 12: Understand large scale network planning and their functions in support of business. Outcome 13: Demonstrate the ability to design computer network architecture and deployment.	X				
CIS3900 Business Web Architecture Outcome 14: Understand how to apply human-computer interaction theories to website design Outcome 15: Know how to design, develop, and implement effective Websites	X				
CIS4600 Business Database Applications Outcome 16: Demonstrate the ability in database modeling for real world business applications. Outcome 17: Demonstrate the ability to retrieve, analyze, and display information from databases.	X				
CIS4640 Business Data Mining Outcome 18: Demonstrate the ability of using emerging data mining tools and artificial intelligence methodologies to discover and interpret new knowledge from large data sets. Outcome 19: Demonstrate the ability to deploy those models for real world applications to support business operations/managerial decision making	X				
CIS4900 e-Commerce Development Outcome 20: Understand how to develop e-commerce applications Outcome 21: Know how to apply web technologies to interface e-commerce applications with other software systems.	X				
CIS4950 Web Administration Outcome 22: Plan, deploy, and maintain Web systems and services in a business environment Outcome 23: Understand how to manage various information policies and procedures in a business environment	X				
CIS4990 Enterprise Project					

Outcome 24: Understand enterprise application architecture Outcomes 25: Know how to work with and develop enterprise systems	X				
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DEPARTMENT OF THE ARMY
United States Army Cadet Command
Western Michigan University Bronco Battalion
1903 W. Michigan Ave
Kalamazoo MI 49008

July 22nd, 2008

MEMORANDUM FOR Dr. David Shields, Dean, Haworth College of Business, Western Michigan University Kalamazoo, MI 49009

SUBJECT: Annual Western Michigan University Military Science Assessment Impact Report

1. References.

- a. Student Command Regulation 145-3, Training and Leader Development, 29 October 1998.
- b. Western Region, Command Training Guidance SY 07-08, 09 February 2008.
- c. 9th Brigade Command Guidance (draft), SY 2007-2008.
- d. 2006-2007 Military Science Assessment Report dated 21 June 2007

2. Executive Summary

The Department of Military Science continues to provide courses focused on experiential team-building and leadership development. Student learning outcomes imbedded in our five educational tracks:¹

- 1) Leadership
- 2) Personal Development
- 3) Values and Ethics
- 4) Officership
- 5) Tactics and Techniques

Evaluation occurs through classroom examinations, campus-based practical application training, student “after action reviews” and surveys and a performance at national and regional training venues versus other AROTC programs. Outcomes were judged against published Army standards for basic knowledge, skills, and attributes of leader development.

Deficiencies in the 2006 assessment involved incorporation of risk management training, improving land navigation proficiency (specifically night land navigation), increasing aerobic

¹ Detailed information on student learning objectives for Army ROTC Curricula is found at the US Army Cadet Command Blackboard Website: <http://rotc.blackboard.com/webapps/portal/frameset.jsp>

fitness, GPA improvement and cadet mentorship. Progress was made in all areas based on annual safety reporting and results from 2007 training as well as 2007 focus areas (Garrison leadership and Basic Rifle Marksmanship – still awaiting final outcomes from LDAC 2008). For 2008, the department will increase focus on physical fitness proficiency, GPA improvement and freshman/sophomore retention.

3. The Military Science Assessment Program, 2007-2008

The Military Science Faculty is engaged in regular assessment activities as part of our training philosophy and leader development program. The paragraphs below detail our current assessment philosophy and methodology for both students and cadre (faculty). Critical to the success of our mission is the emphasis on the following elements:

(1) This battalion must remain an *organization that is predominantly run by cadets* in the areas of training, leader development, and chain-of-command responsibilities. This means that cadets conduct the majority of the planning, executing, and assessing of battalion activities.

(2) The program must *also maintain its developmental focus that emphasizes the process of leadership* rather than the outcome of the events. This means that the cadre and cadets must continue to accept honest mistakes and treat such instances as learning opportunities that allow leaders to develop.

(3) Strengths of this multifaceted approach are apparent in our high performance at national and regional Army ROTC assessment venues (2006-2007 winner as best Army ROTC battalion in the Western United States). This couples with our ability to meet or exceed commissioning, recruiting and retention objectives. This is in large part because organizational and individual assessments permeate this organization through our programs that include Command Inspections, Staff Assistance Visits, 360 degree leadership development assessments, Officer and Noncommissioned Officer Evaluation Reporting and a robust Leader Development Program for students.

We measure student performance and leadership potential in all our classes, but the evaluations become more structured and the standards more rigorous for students in the advanced courses. Most of the evaluation and assessment tools we use are mandated by the Department of the Army and the U.S. Army Student Command. Measures for student performance fall into three broad categories: academics, physical fitness, and leadership.

Academics: Individual MSL instructors and the department chair monitor the overall academic progress of all MSL students whether they are enrolled in ROTC or not. Those students enrolled in ROTC must maintain at least a 2.0 cumulative and semester GPA. Instructors discuss academic progress during individual counseling at least once each semester. Those students failing to meet minimum GPA standards will not be allowed to enter the ROTC program, may be removed from the program if they are already in ROTC, or may be placed on academic probation. Forty percent of a student's final Officer Accession Order of Merit score is derived from GPA.

Physical Fitness: We measure physical fitness with the Army Physical Fitness Test. The score on this test is part of the class grade in every MSL course. The weight varies from 10% in the 100 level classes to 30% in the 400 level classes. Physical fitness sessions are mandatory for ROTC students and optional for all other MSL students. Students who want to enter ROTC must score at least 160 out of 300. ROTC students in the advanced course are expected to

score in the 260 to 300 range. Thirty percent of a student's final Officer Accession Order of Merit score is derived from physical fitness scores and related activities.

Leadership: We evaluate leadership skills and potential primarily focusing on advanced course students. During a student's junior year, faculty and senior students evaluate every junior (301 and 302) student in at least five different leadership positions. Leadership jobs range from leading physical fitness to leading an infantry squad on a tactical mission. The juniors are rated as excellent, satisfactory, or needs improvement on sixteen leadership dimensions. There are no minimum ratings required but students are expected to improve over time. We also monitor the consistency and quality of those doing the evaluations to ensure all students are getting fair and honest feedback.

The central piece of this evaluation process is the one-on-one counseling that takes place immediately afterward. Students fill out a self evaluation indicating their perceived strengths and weaknesses during the evaluated period. Together with the evaluator the student reviews what they did well and what they need to improve.

In the summer between the junior and senior year each ROTC student attends an intensive five week Leadership Development and Assessment Course (LDAC) at Ft. Lewis, WA. At this course students will see an increased emphasis on tactical military skills, teamwork, and leadership in a simulated combat environment. Students are evaluated in various leadership positions usually lasting 24 hours by peers and highly trained cadre observers.

During their senior year, students continue to be evaluated in leadership positions of increased responsibility. Students at this level take on far more responsibility in planning and conducting training for the rest of the students. Their jobs for this year are similar to an athletic team captain or a fraternity or sorority officer and may require them to spend 10 to 20 hours a week outside of class. Evaluations are done using the same objectives based evaluation system they will receive as Army officers. Thirty percent of a student's final Officer Accession Order of Merit score is derived from leadership evaluations and performance.

Throughout, the Army's After Action Review process permeates training at the cadet and cadre level. In brief, we constantly evaluate "what happened, why it happened and how to make it better" through grass roots level feedback sessions. The sessions immediately follow all training and regular meetings. Identified changes are worked into future training.

4. Assessment Update

Outcome: Better Integration of Risk Management/Safety (Leadership Track and Values and Ethics Track).

Assessment Method: Risk management has been incorporated into all Military Science classes and is a required facet of all training. Students create risk assessments for approval by trained cadre (and ultimately by me) in order to receive approval to execute training. Our 2007-2008 training guidance states:

"Cadre members and cadets will continue to conduct risk assessments for all training events and battalion-sponsored activities to identify risks that exist, can be mitigated, and/or need approval through the chain of command. Ensure Risk Methodology is understood and practiced regularly. Integrate Risk Management in to all training events to include PT and club activities. . . Cadets will not participate in training or other activities as a group, whether

sponsored by the battalion or not, without first completing a risk assessment and obtaining the necessary approval.”

Findings/Feedback: This approach remains effective and the battalion has had no “reportable” (loss of over 1 day of duty) accidents despite conducting outdoor instruction with potentially dangerous components including cold weather, pyrotechnics, weapons firing and intense physical activity. Furthermore, Cadets have improved the number of accidents and incidents “off duty.” This is clearly due to cadre and mentor involvement in students’ lives and safety habits. Cadre and cadet leadership will continue to emphasize this in the upcoming year through safety briefs, buddy systems and holiday vehicle safety inspection programs.

Outcome: Land Navigation Improvement (Tactics and Techniques Track)

Assessment Method: Land navigation assessment has been enhanced through a more aggressive integration into the student classroom and laboratory curricula. Students were taught in a crawl/walk/run method over the course of the school year with practical application sessions in both fall and spring semesters. In the process, cadre ensured student proficient in both day and night land navigation skills. Students were tasked to achieve a minimum score of 90 on the written land navigation test and identify 5 of 8 points during day land navigation and 3 of 4 points during the night land navigation test. In order to better simulate LDAC conditions, night land navigation points were not lit by chemlights and on a more difficult course at Fort Custer. This substantially increased difficulty.

Findings/Feedback: The summer of 2007 showed a nationwide decrease in Land Navigation scores at LDAC due, in part, to higher standards (points are no longer lit by chemlights. Still, WMU Cadets continued to exceed the standard compared to national averages (see Figure 1, column 2). Initial results from 2008 show similar results.

Outcome: Improved aerobic fitness (Personal Development Track)

Assessment Method: This is assessed by tracking student scores on the Army Physical Fitness Test and successful completion of Army Schools requiring physical fitness and toughness (ie. LDAC, Airborne school)

Findings/Feedback: Spring aerobic fitness improved in the short term through “cross fit” training 5 days a week for our LDAC-bound juniors. Furthermore, students not meeting specified goals in the Army Physical Fitness Test take remedial training to improve target area weaknesses (push up, sit up, 2 mile run). For Spring 2008, 7 students were enrolled in this program. 2007 LDAC average scores fell within 2 points of 2006 and substantially exceeded Brigade and Cadet Command Averages. 2 areas of improvement were identified, however: one female cadet failed to graduate Air Assault School due to a lack of upper body strength and some cadets attending training late in the summer showed a substantial decline in scores due to a failure to maintain a personal physical fitness plan while away from WMU. This lack of an “off duty” fitness ethic has manifest in a 5 point decrease in the 2008 LDAC APFT average and although we remain much better than the national average, this trend must be addressed for 2008-09.

Figure 1: LDAC performance comparison/WMU vs. national and regional averages

Outcome: Improved Cadet GPA and Mentorship (Officership Track)

Assessment Method: WMU AROTC has increased in size by 30% since 2006. Our overall retention rate remains above CC averages but we must do better among our younger cadets. Effective cadet counseling through Leader Development Program, a solid mentorship program, challenging training, leadership opportunities for our MSIs and MSIIIs, and enjoyable activities are the keys. We must also emphasize that our cadets are students first, guard against overburdening them with ROTC requirements and reward academic excellence. Specific retention goals by class are listed below.

MS I to MS II	50 percent
MS II to MS III	60 percent
MS III to MS IV	90 percent
MS IV/Completion Cadets to 2LT	90 percent.

Evaluation of the Mentorship Program. This process commences with our First Year Experience and Bronco Pride, training events that foster teambuilding among MSIs, MSIIIs, and MSIIIIs. We will continue our cadre mentorship program whereby our cadre prepares MS IV cadets for commissioning and officership.

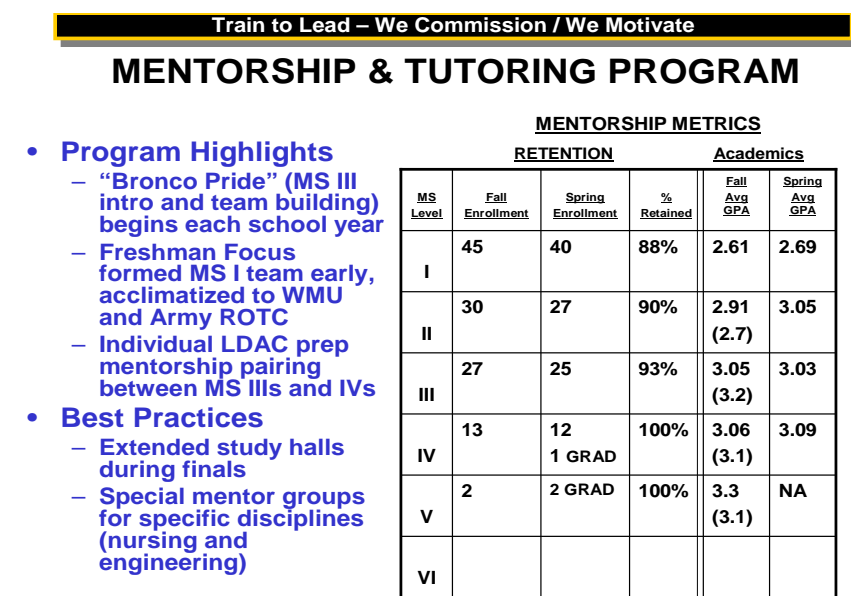
(1) MSIII and MS IV cadets will mentor one or more of the MS I and MSII cadets in accordance with the Bronco Mentorship Plan. MSIV cadets will additionally mentor MS III cadets to better prepare them for LDAC through the LDP program.

(2) The Battalion Recruiting Operations Officer established retention goals for each MS cadre instructor. The cadet battalion and company chains of command were and

remain responsible for the execution and assessment of the program through GPA trends and retention reporting.

Findings/Feedback: Retention rate continue to exceed the Cadet Command average overall but has decreased among rising sophomore scholarship cadets. This is in part due to the increased number of scholarships offered (from 12 in 2006 to 22 in 2008) and the option cadets have to drop scholarships after the first year without consequence. Also, a substantial number (5 in 2007) dropped due to academic or physical fitness shortcomings. This will be an object of focus for the 2008-09 school year through focused mentoring and cadre counseling. On a positive note, GPAs have shown improvement in 3 of 4 MS classes for the Spring 08 semester (see Figure 2).

Figure 2. Retention and Academic Performance, 2007-2008



30 Version 2, 10 OCT 07

5. Anticipated Improvement Areas for 2008-2009

Based on our current performance measures, I envision no major changes to our internal procedures or deficiency areas needing drastic overhaul. Over the next year, we will target three areas of improvement: Physical Fitness and development of a personal fitness ethic, Field Leadership Skills and GPA/retention).

Organizationally, we continue to look for areas to be improved in the Military Science Department. Active duty cadre will experience a 100% transition this summer (including the PMS). A command inspection will likely occur in summer 2009 to revalidate internal procedures and policies. WMU passed its 2007 inspection receiving commendable ratings in three areas. Results of this inspection are on hand in the Battalion Headquarters.

6. Conclusions

Our assessment program as described above effectively supports maintenance of a premier Army ROTC program that develops effective leaders at all levels. It is integrated with and

supportive of Cadet Command, Army and Western Michigan University assessment programs. We will continue to monitor and adjust noted areas of improvement throughout the year using a regular after action review process at the student and faculty level. This program reinforces our organizational vision “to provide the participants with challenging and meaningful opportunities to develop into leaders of character for the US Army.”

BRANCOS LEAD THE WAY!

“ORIGINAL SIGNED”

DONALD V. PHILLIPS
Lieutenant Colonel, U.S. Army
Chair, Military Science and Leadership

June 27, 2008

From: Dr. Judy Swisher, Chair, Dept. of Finance and Commercial Law

To: Dr. David Shields, Dean, HCOB

Subject: Annual Assessment Report for the FCL Department

This memorandum pertains to the attached Assessment Report from the FCL Department for 2007-08. Given below are responses to the three questions in Item 2 of the template for the WMU Annual Report on Assessment

a. What specific actions were taken as a result of assessment data? In particular, how have academic programs or courses been affected?

During 2007-08, three different sources of information were used to assess majors housed in the FCL department:

1. EBI Survey Data on exiting undergraduate students
2. Student Learning Objective Surveys
3. Results of Internship Employer Surveys

The findings have been presented at faculty meetings and a meeting of the FCL Advisory Council. These were followed by discussions on actions to be taken. These discussions were centered on the following areas:

1. Quality of instruction.
2. How to incorporate computing skills and more intensive use of technology.
3. How to provide students with a broader, more global perspective.

b. What specific actions remain to be taken? By what date?

Alumni and employer surveys need to be administered. These actions are planned for the Fall Semester 2008. Progress has been hampered by lack of contact and employer information for graduates.

c. What changes, if any, were made to the departmental-level plan since July 1, 2004?

The FCL department continues to seek input from faculty, students, alumni, and the FCL Advisory Council on the assessment process. Survey questions are being updated and information is being collected. Direct assessment of student learning has been implemented, in addition to continued use of indirect methods of assessment.

Sources of Information for Assessment of FCL Majors

I. 2006-2007 EBI Survey Results

EBI Survey results for 2006-2007 show that finance graduates, on average, are less pleased with the quality of faculty and instruction in their major courses (EBI Factor 3) than 2005-2006 graduates. The mean score of 4.59 is less than last year's score of 4.79 and also less than the mean score of 4.74 for the Select 6 (institutions that were selected as comparable schools). Results for the use of technology have also slipped compared to last year. Technology is important in the field of finance, so a mean score of 4.57 compared to 4.93 for the Select 6, and down from 5.16 last year is worth noting. For comparison with peer institutions, the EBI Survey does not distinguish between finance and personal financial planning majors. Next year's results will provide additional information that will show whether the lower average scores are an indication of a trend, or simply a single-year drop. Discussion of the survey results in an FCL meeting included the importance of high quality teaching.

2006-2007 Results

Our Results		Select 6 Results
# Respondents	Mean	Mean
Factor 3. Major courses: Quality of faculty and instruction		
86	4.59	4.74
Factor 13. Learning outcome: Use and manage technology		
75	4.57	4.93

2005-2006 Results

Our Results		Select 6 Results
# Respondents	Mean	Mean
Factor 3. Major courses: Quality of faculty and instruction		
55	4.79	4.70
Factor 13. Learning outcome: Use and manage technology		
55	5.16	4.70

II. Student Learning Objective Survey Results

Results of the class survey, administered in FIN 3450 during July 2008, are summarized below. The survey was administered to 32 students, but the number responding to a particular question is frequently less than 32 because some students have not taken the relevant course.

Student Learning Objective Survey Results

<i>The finance or personal financial planning program provided me with excellent knowledge of:</i>	# Respondents	% Agree or Strongly Agree Outcome Was Attained
The role of financial management in corporations. (FIN 3200)	32	68.8
Financial markets and institutions. (FIN 3100)	30	70.0
Financial securities. (FIN 3510)	25	80.0
Computer applications in finance. (FIN 3450)	25	92.0
Real estate fundamentals. (FIN 3300)	16	68.8
Real estate finance. (FIN 3310)	10	40.0
E-Finance. (FIN 3410)	16	31.3
Global financial markets. (FIN 4120)	7	14.3
Management of financial institutions. (FIN 4140)	7	28.6
Short term financial management. (FIN 4250)	8	62.5
Theory and practice in corporate finance. (FIN 4260)	8	50.0
Real estate investments. (FIN 4320)	13	61.5
Real estate appraisal. (FIN 4330)	8	25.0
Real estate management. (FIN 4370)	8	25.0
International finance. (FIN 4420)	13	53.8
Security analysis. (FIN 4530)	10	40.0

<i>The BBA program at Western Michigan University provided me with excellent:</i>	# Respondents	% Agree or Strongly Agree Outcome Was Attained
Written communication skills.	30	63.3
Oral communication skills.	30	63.3
Word processing skills.	30	83.3
Spreadsheet skills.	30	90.0
Critical thinking skills.	30	86.7
Ability to analyze and solve problems.	30	86.7
Ability to integrate knowledge from multiple courses.	30	90.0
Ability to work as part of a team.	30	86.7
<i>Overall, how satisfied are you with the finance or personal financial planning program at WMU?</i>	28	82.1

Results suggest that for most learning objectives, the majority of students either agree or strongly agree that the desired outcome was attained. However, for a few areas, we must investigate the reason for less favorable results. One consideration is that when the number of responding students is small, results can be affected by the responses of one or two students. FCL faculty will discuss these results and consider how to improve student outcomes.

III. Internship Employer Survey

To assess employer satisfaction with the skills of our students, the FCL Advisory Council designed an employer survey during its Fall 2007 meeting. The Advisory Council is particularly well-qualified to design such a survey, because many of its members represent companies that employ our students. Thus the survey content reflects the values and skills that employers consider important in their young hires. Because comprehensive contact information for graduates is not available, we surveyed the employers of our student interns over the past three years. Sixty-nine survey requests were mailed to internship employers, with a link to an online survey. Only seven employers completed the survey. After discussing the low response rate, it was decided to incorporate the survey as part of the feedback from employers at the end of the internships. The survey questions and responses follow. Results should be interpreted with caution due to the small number of responses.

Part 1: Finance and Personal Financial Planning interns from Western Michigan University:

1. are effective in applying appropriate finance techniques at entry-level tasks.		
Answer Options	Response Percent	Response Count
Strongly agree	0.0%	0
Agree	100.0%	7
Indifferent	0.0%	0
Disagree	0.0%	0
Strongly disagree	0.0%	0
N/A	0.0%	0
<i>answered question</i>		7
<i>skipped question</i>		0
<i>Percentage that either strongly agree or agree</i>		100.0%

2. meet or exceed your expectations of entry-level knowledge in computer skills.		
Answer Options	Response Percent	Response Count
Strongly agree	28.6%	2
Agree	57.1%	4
Indifferent	0.0%	0
Disagree	14.3%	1
Strongly disagree	0.0%	0
N/A	0.0%	0
<i>answered question</i>		7
<i>skipped question</i>		0
<i>Percentage that either strongly agree or agree</i>		85.7%

3. have adequate general business knowledge.		
Answer Options	Response Percent	Response Count
Strongly agree	14.3%	1
Agree	71.4%	5
Indifferent	14.3%	1
Disagree	0.0%	0
Strongly disagree	0.0%	0
N/A	0.0%	0
<i>answered question</i>		7
<i>skipped question</i>		0
<i>Percentage that either strongly agree or agree</i>		85.7%

4. demonstrate a desirable attitude and fit into company culture well.		
Answer Options	Response Percent	Response Count
Strongly agree	42.9%	3
Agree	42.9%	3
Indifferent	14.3%	1
Disagree	0.0%	0
Strongly disagree	0.0%	0
N/A	0.0%	0
<i>answered question</i>		7
<i>skipped question</i>		0
<i>Percentage that either strongly agree or agree</i>		85.7%

5. exhibit the characteristics and ability to continually learn and grow.		
Answer Options	Response Percent	Response Count
Strongly agree	57.1%	4
Agree	28.6%	2
Indifferent	14.3%	1
Disagree	0.0%	0
Strongly disagree	0.0%	0
N/A	0.0%	0
<i>answered question</i>		7
<i>skipped question</i>		0
<i>Percentage that either strongly agree or agree</i>		85.7%

6. are effective communicators.		
Answer Options	Response Percent	Response Count
Strongly agree	14.3%	1
Agree	71.4%	5
Indifferent	0.0%	0
Disagree	14.3%	1
Strongly disagree	0.0%	0
N/A	0.0%	0
<i>answered question</i>		7
<i>skipped question</i>		0
<i>Percentage that either strongly agree or agree</i>		85.7%

7. show awareness of regional, national, and global issues affecting his/her particular job and impact on our business.		
Answer Options	Response Percent	Response Count
Strongly agree	0.0%	0
Agree	42.9%	3
Indifferent	42.9%	3
Disagree	0.0%	0
Strongly disagree	0.0%	0
N/A	14.3%	1
<i>answered question</i>		7
<i>skipped question</i>		0
<i>Percentage that either strongly agree or agree</i>		42.9%

8. compare favorably with graduates of other schools.		
Answer Options	Response Percent	Response Count
Strongly agree	0.0%	0
Agree	71.4%	5
Indifferent	28.6%	2
Disagree	0.0%	0
Strongly disagree	0.0%	0
N/A	0.0%	0
<i>answered question</i>		7
<i>skipped question</i>		0
<i>Percentage that either strongly agree or agree</i>		71.4%

Part 2: The Department of Finance and Commercial Law and the Haworth College of Business at Western Michigan University are effective in preparing their students for a business career.

Answer Options	Response Percent	Response Count
Strongly agree	14.3%	1
Agree	85.7%	6
Indifferent	0.0%	0
Disagree	0.0%	0
Strongly disagree	0.0%	0
N/A	0.0%	0
<i>answered question</i>		7
<i>skipped question</i>		0
<i>Percentage that either strongly agree or agree</i>		100.0%

Comments:
<p>WE APPRECIATE THE OPPORTUNITY TO WORK WITH WMU STUDENTS IN AN EFFORT TO FAMILIARIZE THEM WITH THE FINANCIAL PLANNING INDUSTRY. OUR MOST RECENT FULL TIME HIRE IS A GRADUATE OF WMU AND HAS BEEN AN EXCELLENT ADDITION TO OUR TEAM.</p>
<p>The interns that come from Western have worked out rather well. So far, all of the students that have gone through the program have clearly expressed a desire to learn, which creates a very rewarding experience for us. Keep sending them our way!</p>
<p>Some students don't arrive with the best Excel skills so we teach them. Students have to answer a couple questions in the interview concerning their Excel skills. If they answer in a positive manner they have a much better chance at getting the position. SAP would be a good system to learn a little about because we use it extensively. WMU students meet our needs better because they have much more flexibility in work hours especially if they can stay for the school year.</p>

Overall, employers appear to be pleased with our student interns. All respondents either agreed or strongly agreed that WMU, HCOB, and FCL effectively prepare their students for business careers. One employer comment suggests improvement might be needed in computer skills, although 85.7% of respondents indicated they were either strongly satisfied or satisfied. The only area with weak results is student intern awareness of regional, national, and global issues affecting his/her job and the impact on the business, for which only 42.9% of respondents either strongly agreed or agreed with the statement. Examination of the individual survey results shows that the weaker responses are not concentrated on a single survey form, but scattered among the various respondents. Since the number of survey respondents is very small, these results should be interpreted with caution.

Summary and Conclusions

The purpose of assessment is continuous program improvement. As part of the assessment process, we are also modifying our assessment tools to better determine areas of strength and weakness. This year we have added an employer survey, which was designed by the FCL Advisory Council, to determine whether our programs provide appropriate training to satisfy employers' needs. We will continue to seek external feedback on both the content and the quality of education provided to our students. We are also in the process of implementing direct assessment of student learning.

In response to assessment results, and as part of the continuous improvement process, the following actions have been taken:

- FCL faculty members have been encouraged to include more Excel projects and/or homework exercises in their courses.
- HCOB is developing an International Business Center, which will encourage students to study abroad and participate in international internships. The center and its activities will increase student awareness of the impact of global issues on domestic businesses.