

**ASSESSMENT REPORT
FOR 2008-09
DEPARTMENT OF BUSINESS AND ECONOMICS
WESTERN NEW MEXICO UNIVERSITY
PREPARED SEPTEMBER 2009 BY JOHN LITTLE**

Overview of department goals

The Department of Business and Economics has established the following goals and objectives:

- a. To effectively teach our students the principles and skills of business.
- b. To engage in community service by faculty and department majors.
- c. To engage in service to the university by faculty and department majors.
- d. To encourage and provide opportunities for faculty growth.

Specific metrics and measurements to track progress toward these goals are as follows:

A. <u>Student knowledge and skills.</u>	<u>Measurements</u>
1. Knowledge	ACAT Pretests and Posttests
2. Skills	
a. Writing	Writing intensive courses. Term Papers Business Plans Case Analysis
b. Oral Presentation	Oral presentations in courses.
c. Analysis	Case Analysis in Policy Class
B. <u>Other Goals and Objectives</u>	<u>Measurements</u>
1. Teaching Effectiveness	Student Evaluations
2. Community Service	Year-end self report
3. Student Advising	Year-end self report
4. University Service	Year-end Self report
5. Faculty Growth	Year-end selfreport

Performance Measurement and Comparison to Two Department Objectives

For this year's assessment cycle, the Business Department selected two objectives to measure and evaluate: Teaching effectiveness, and Content knowledge.

Teaching Effectiveness Student evaluations are administered to classes as required by university policy. In the past the classes evaluated were at the discretion of the individual faculty. As a result, the same courses were not evaluated each semester. This made it difficult to compare performance on a course basis. Discussion within the department led to a change in departmental policy. Each semester, our **core** classes will be evaluated as part of the student evaluation process. **This will allow integration in assessing effective teaching and content knowledge.**

The following table shows teaching effectiveness scores in core classes corresponding to content knowledge subject areas. The scores are the averages for three questions from the student evaluations:

- 1) Overall, I rate the course content and material:
- 2) Overall, I rate the instructor's understanding/knowledge of the subject as:
- 3) Overall, I rate this course as:

<u>Courses</u>	<u>Class</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Accounting	230/1	6.53	6.71	5.40	5.87	5.9
Marketing	340	-	6.45	5.67	5.67	6.2
Management	350	6.33	6.33	6.27	5.90	-
Finance	370/1	4.50	6.03	4.80	6.03	5.3
Operations	461	5.71	-	-	6.23	5.1
International	486	-	4.94	6.47	-	-
Legal	300	-	6.05	6.47	5.30	-
Economics	201/2	4.40	4.67	5.60	5.50	6.2
Dept. Average		5.97	5.80	5.80	6.03	6.0

Interpretation The department objective for teaching evaluations is 5.5. This objective was met in Accounting, Marketing and Economics, but was not met in Operations and Finance, where the scores fell from prior years. This issue has not yet been addressed.

Content knowledge The ACAT (Area Concentration Achievement Test) was administered to senior students in the Business Policy course in May 2009. This is the capstone course for all business majors. The department has administered this test (or the MFAT) since 1997 to freshmen and seniors, but not to both groups in all years. By testing both freshmen and seniors, pretest and posttest results can be compared to measure the value added of WNMU business classes. The ACAT measures content knowledge in six subject areas of business and reports percentile scores for comparison to national averages. The results presented below compare the 2008-9 post-test scores to past year's scores.

ACAT Test Results

<u>Content Areas</u>	<u>Post-test (Seniors)</u>		<u>Pre-test (Freshmen)</u>
	<u>Nov. 2008</u>	<u>May 2009</u>	<u>1998-02 Average</u>
Accounting	50	51	4
Economics	61	62	5
Management	52	44	2
Quantitative	52	53	7
Finance	52	49	2
Business Law	51	50	5

Interpretation

The improvement in percentile scores from pre-test to post-test shows strong value added in all our business subject areas. The May 2009 scores are higher than the November 2008 score in three areas (Accounting, Economics and Quantitative), but lower in three areas (Management, Finance and Business Law). The greatest decline is in Management where the decline is eight percentile points. We have no logical explanation for this decline at this time. The department target for percentile scores is the 50th percentile which was achieved in five of the six subject areas.

Plan of Action

It is recommend that the department look into the reasons behind the low test results in Management and the low student evaluations in Finance and Operations Management, and formulate a plan to increase these scores. It is also recommended that a pre-test be given to Freshmen Business Majors in the next few weeks (September 2009) to get a current baseline for pre-test/post-test analysis.

Observations

Since making the post-test ACAT results part of the grade for the Business Policy class, the test results have been much better, and a more credible measure (greater validity) of what our students are learning.