

UW Colleges Assessment Planning and Reporting Form

Email your reports to SAC@uwc.edu**Annual Report – BUS/ECO 2003-04**

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NOTE: Please attach relevant supporting information used to complete the Report Summary Sheet.

PART 1: Assessment of General Education Outcomes**Section 1: Identify the Proficiencies/Performance Indicators Assessed**

- at the *Planning* stage, mark the performance indicators to be assessed in the left hand column below
- at the *Reporting* stage, report the numbers of students who did not meet, met, or exceeded expectations

Proficiency	Performance Indicators	# Do Not Meet	# Meet	# Exceed
A. Analytical Skills	1. Analyze, synthesize, evaluate and interpret information and ideas	421	452	554
	2. Construct and support hypotheses and arguments			
	3. Select and apply scientific and other appropriate methodologies	368	411	557
	4. Integrate knowledge and experience to arrive at creative solutions			
	5. Recognize fallacies and inconsistencies			
	6. Gather and assess information from printed sources, electronic sources, and observation			

Section 3: Use of Results

1. How did individual instructors report that they plan to use these results to improve the instructional process?

This part of the process seems to be of most interest to department instructors. And, to be honest, this is the part that the department assessment committee and I (as well as all instructors in the department) need to concentrate on the most. Judging from their comments and discussions, many instructors seem to be unsure about how to use the results of the assessments that we have done in the past. This is not to imply that they are unwilling to change their role in the instructional process or alter their teaching styles – I think it just indicates that they are not sure what the results mean and how they can use these results as a means to improve the understanding and skills of the students.

Some instructors did indicate that they will use the assessment results to determine if certain areas of the material should be taught with greater emphasis

or by using different methods of instruction. As the assessment activities proceed and perhaps are expanded in the future, we can follow up on the items most often "missed" on the assessment tools (multiple-choice questions so far) and strengthen our coverage of those topics or procedures in our classes.

Therefore, as the DAC and member of the department assessment committee, I will make answering this question a top priority at our Spring 2005 department meeting, as well as at future meetings. Now that the departments and DACs have the resources needed for proper and full presentation and explanation of the assessment process to our departments, this should not be a problem. Informally, from my own experience, it seems that my fellow department members are much more open to the assessment process and using the results to improve teaching than we were just a few years ago. I take this as a very encouraging sign.

2. What recommendations would you and/or the department assessment committee make to your department for continued improvement of the assessment process, proficiencies, performance indicators, assessment activity, rubric, and/or student performance in the discipline?

We would recommend the following:

- Greater opportunity to discuss the assessment results in the department
- More in-depth analysis of the assessment data
- Identifying the correlation (if any) between assessment data and student grades
- Re-evaluation of the assessment tools to ensure consistency between performance indicators, rubrics, and the assessment tools employed
- Make the tools used and the process of developing these tools more consistent
- In the long term, use the instruments consistently over a number of samples to observe any trends. Continuous improvement could be shown by an increasing mean and decreasing variance in terms of the exceeds, meets, or fails to meet expectations as a group
- Continued monitoring and adjusting, if necessary, of the proficiencies, performance indicators, tools, and rubrics to better reflect desired outcomes

As DAC, I feel that many of these issues are being addressed currently, and am confident that all will be done.

3. After discussion of the results by the department, what course of action will the department take to improve student performance with respect to the assessed proficiency?

As mentioned in the answer to question 1 above, I feel that this is the area of most interest to my department. Currently, there is no specific course of action in place. However, I have assurances from the chair and other department members that this will be the primary goal of the department's Spring 2005 meeting. I plan to have a brainstorming session, making use of the many quality instructors in the department, to discuss various approaches used by instructors to teaching, classroom participation and instruction, evaluation, use of technologies, and other areas. We can discuss the relative merit of each approach and come up with methods that can be implemented department-wide to improve our students' performance regarding the various assessed proficiencies.

4. Have you assessed this proficiency/performance indicator previously? Did you make changes to your teaching and/or the assessment tool based on that assessment? Describe the impact those changes had on student learning.

No. According to the prior DAC, this was the first year that we have consistently used the new institutional proficiencies and performance indicators to assess student learning in our courses.

PART 2: Assessment of Discipline-Specific Outcomes

Section 1: Identify discipline-specific outcomes/performance indicators.

NOTE – Currently, the BUS/ECO department has not identified or measured discipline-specific outcomes. Naturally, it is felt that this would be a very rewarding undertaking with very useful results. The main priority in future departmental assessment plans include the development and measurement of desired discipline-specific outcomes, starting at the Spring 2005 department meeting.

PART 3: Additional Assessment and Contributions

Please ask for and include in the report information from Department members about any other assessment activities they have conducted, particularly in conjunction with grant-funded innovations. Also ask for and describe briefly any additional contributions to assessment such as publications, presentations, qualitative classroom innovations (such as Scholarship of Teaching and Learning activities), and other items relating to assessment that the department wishes to note.

As far as I am aware, there is no activity in this area among members of the BUS/ECO department.