

UW Colleges Assessment Planning and Reporting Form 2005-2006

Email your reports to SAC@uwc.edu

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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 and 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	Courses Fall Semester	Courses Spring Semester
A. Analytical Skills	1. Interpret and synthesize information and ideas.	Bus 101 Bus 201 Eco 203	Bus 101 Bus 201 Eco 204
	2. Select and apply scientific and other appropriate methodologies.	Bus 201 Eco 203	Bus 201 Eco 204

Section 2: Explain how, in general, the institutional rubric was applied to assessment activities.

Proficiency	Exceeds	Meets	Fails to meet
A1	715 – 41%	627 – 36%	399 – 23%
A4	380 – 30%	435 – 35%	445 – 35%

In all of these classes the assessment questions for each proficiency were inserted in the final exams.

Section 3: Use of Results

1. **Use by instructors** - Summarize the ways individual instructors plan to use assessment results to improve the instructional process.
 - Looked at specific questions with higher failure rates and think of ways of handling those concepts better for the upcoming semester.

- Replicate approaches that work well.
- Get student feedback on class aspects, new approaches, difficulty and length of tests, organization of class sessions and speed of course content coverage.

2. **Use by department** - What changes will you and/or the department assessment committee recommend to your department. Include changes to:

In the 2003-04 Report the department recommended that we spend more time discussing the results of assessment and we have committed a lot of time during department meetings to assessment. Each fall we break up into groups and work on the assessment instruments to be used during the upcoming year and each spring we discuss assessment results and come up with a working plan for the fall meeting.

We discussed changes during the spring department meeting so many of these suggested changes come from the department as a whole rather than just the assessment committee. The department was not completely satisfied with assessment performance of both the accounting and economic students. Many accounting students failed to meet expectations for proficiency A1. As a result, accounting instructors are redesigning the assessment instrument to take a broader, less specific approach. Many of the students in microeconomics also failed to meet expectations for the A4 proficiency. We need to look at whether this proficiency is appropriate for this subject matter and if it is, then we are going to take a serious look at redesigning the assessment questions. In the past institutional assessment has been conducted during final exams. During the fall department meeting we will discuss different timing of assessment so that results can be discussed with students.

3. **Course of action** - 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?

At the spring department meeting we elected assessment committee members. Each of these members will take responsibility for the assessment instrument in each of their specific areas of expertise-Bus101, Bus 201 and Econ. This will allow us to get more input from the instructors in each area and develop higher quality instruments. We will discuss teaching techniques with colleagues especially for the difficult areas of the individual courses. We would like to conduct workshops of guest presentations on teaching techniques for specific Proficiencies at future department meetings. We will continue to maintain consistency in assessment instruments across all the instructors by area. This will allow instructors to make meaningful comparisons between themselves and their colleagues and exchange appropriate strategies for improving instructional techniques.

PART 2: Assessment of Department-Specific Outcomes
❖ at the **Planning** stage, complete section 1

Section 1: Identify department-specific learning objectives.

Outcomes/Performance Indicators	Courses Fall Semester	Courses Spring Semester
1. BUS - . . . a student will have the ability to indicate the proper Balance Sheet classification for various accounts.	Bus 201 Eco 203	Bus 201 Eco 204
2. ECO - . . . a student will understand tabular and graphical representations of demand and supply with appropriate application.	Bus 201 Eco 203	Bus 201 Eco 204

Section 2: Insert the rubrics used here and explain how the rubric or standards were used to assess each outcome or performance indicator.

Departmental Outcome/Performance Indicator	# Exceed	# Meet	# Do Not Meet
1. Balance Sheet	124 – 28%	228 – 51%	91 – 21%
2. Supply & Demand	489 – 55%	314 – 35%	83 – 10%

The same instrument was used in macroeconomics in the fall and microeconomics in the spring since supply and demand is discussed at the beginning of each class. The assessment questions were included in the first exam of the semester.

Assessment for accounting was conducted around the midway point of the semester.

Section 3: Use of results.

1. **Use by instructors** - Summarize the ways individual instructors plan to use assessment results to improve the instructional process.
 - Look at specific questions with higher failure rates and think of ways of handling those concepts better for the upcoming semester.
 - Replicate approaches that work well.
 - Individual results can be compared to overall results of colleagues to see if adjustments need to be made.
 - Apply concepts to current real world events.

2. **Use by department** - What changes will you and/or the department assessment committee recommend to your department. Include changes to:

This is the first year that the department conducted discipline level assessment and the department is quite satisfied with the results. Last year we identified Balance Sheet Accounts and Supply and Demand as the two discipline level skills to be assessed this year. This goal was accomplished. Two instruments were designed and administered during both semesters. There is no plan to make changes at this point in time. We are interested in maintaining consistency so that we can make meaningful comparison over time.

3. **Course of action** - 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?

Conduct the same type of assessment next year to allow meaningful comparison over time. Discuss results amongst each other at department meetings.

PART 3: Additional Assessment and Contributions

Section 1: Please discuss activities that were supported by the assessment budget for the department assessment committee. In particular outline the department assessment committee activities for the academic year.

None that I am aware of.

Section 2: Please discuss activities that were supported by the assessment budget for overall department assessment activities. In particular outline the department assessment activities for the academic year.

A considerable amount of time was spent on assessment at the fall department meeting where we designed discipline level assessment tools for accounting and economics. We also discussed the logistics and instruments for the institutional assessment.

At the spring department meeting we discussed assessment results and changes we would make for results that we considered unsatisfactory. We elected a new assessment committee and each member took responsibility for assessment of Bus101, Bus 201 and Econ.

Section 3: 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.

None that I am aware of.

PART 4: Historical Trends

Section 1: History of General Education activities. Please add more rows as necessary. This should be an on-going list copied from each previous report.

Proficiency	Year Assessed	Results	Year Assessed	Results	Year Assessed	Results
A1	2003 – 04	E =421 M = 451 F = 554	2005-06	E = 715 M =627 F = 399		E = M = F =
A3		E =368 M = 411 F = 557		E = M = F =		E = M = F =
A4	2005-06	E = 380 M =435 F = 445				E = M = F =
B1	2004-05	E=238 M=245 F=107				
B2	2004-05	E=322 M=405 F=91				
C3	2004-05	E=495 M=395 F=97				

Section 2: History of department learning objective activities. Please add more rows as necessary. This should be an on-going list copied from each previous report.

Objective	Year Assessed	Results	Year Assessed	Results	Year Assessed	Results
Balance Sheet	2005 – 06*	E =124 M = 228 F = 91		E = M = F =		E = M = F =
Supply & Demand	2005-06	E = 489 M = 314 F = 83		E = M = F =		E = M = F =