

**Annual Report on Assessment for Ongoing Program Improvement for the
University Assessment Steering Committee (UASC)**

Haworth College of Business

**Departments included: Accountancy, Business Information Systems,
Finance and Commercial Law, Management, Marketing, Military Science**

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A. What activities has the college undertaken to help departments with assessment?

The Haworth College of Business (HCoB) leadership team (dean, associate dean, chairpersons, and program directors) takes assessment very seriously. The Assembly to Advance Collegiate Schools of Business International (AACSB) accredits the College and assessment of learning outcomes is prerequisite to continued accreditation. The HCoB leadership team firmly supports this AACSB mandate.

As indicated in the departments' impact reports and their responses to UASC's three questions, each of the departments has an assessment committee. Each committee is charged with assessment of a major or majors. For example, the Department of Accountancy Assessment Committee assesses the required and elective courses for the undergraduate accountancy major as well as the courses delivered for the Master of Science in Accountancy degree.

In addition to these departmental assessment efforts, the College helps departments with assessment via the HCoB Assessment Committee. The HCoB Assessment Committee is comprised of one representative from each of the academic departments and the associate dean. This committee is charged with assessing the core courses in the undergraduate and MBA degrees. The HCoB faculty specified and agreed upon Direct Learning Objectives (DLOs) for these programs and identified which DLOs would be associated with each course in the BBA and MBA curricula. The faculty established a schedule so that the achievement of these DLOs would be assessed at least annually. The HCoB Assessment Committee met approximately once per month during the fall and spring semesters to discuss whether or not the DLOs were being achieved. If a DLO was not being achieved at the benchmark standard, faculty teaching the course had an opportunity to suggest ways to achieve the DLO in the future. The College Assessment Committee did a comprehensive review of the BBA and MBA core courses during the 2009-2010 academic year.

The College also helps departments by providing funding so that faculty can improve their

assessment skills. During the 2009-2010 academic year, the interim dean provided funding so that the Director of Undergraduate Programs could attend a conference on assessment provided by AACSB. The Director of Undergraduate Programs was then able to disseminate this information to others. The current HCoB dean will provide funding to enable all chairpersons to attend an AACSB accreditation conference, which will include sessions related to assessment, in Houston, Texas in September 2010.

The College helps departments by emphasizing the importance of assessment at Policy Council meetings and by allocating a significant amount of the associate dean's time to assessment. The associate dean's time is spent helping departments use the TracDat system as well as serving as an intermediary between the HCoB and the UASC as a member of the Associate Deans' Committee chaired by Vice Provost for Institutional Effectiveness. As already mentioned, the associate dean also serves as a member of the HCoB Assessment Committee.

B. Based upon the departmental reports, what strengths and opportunities for improvement exist within the college with respect to assessment? Specific examples of both strengths and opportunities would be helpful here.

Strengths

The HCoB Assessment Committee chairperson stated that during 2009-2010, the College became more accustomed to and comfortable with ongoing assessment. It was no longer the case that individuals had to be reminded to assess learning outcomes. Rather, faculty members were getting used to assessing learning outcomes and providing them to a staff person or the departmental assessment coordinator for entry into the TracDat system.

The HCoB Committee also began to "turn the corner" on assessment; where DLOs were not being achieved, an appropriate change was made to improve the likelihood that the DLO would be achieved in the future.

The departmental Impact Reports clearly indicate that assessment is having an effect in improving the curriculum. Faculty are paying attention to the assessment results and making changes to the curricula as needed.

Here are just a few examples. In the Department of Accountancy, the curriculum was revised to include instruction in international accounting instruction. In Marketing, there is increased input from alumni and professionals, as well as an improved exit survey. The Management Department is using more active learning strategies. The Department of Business Information Systems now offers an organizational communication course which relies on faculty from both the BIS and COM areas within the department. The Department of Finance and Commercial Law now includes instruction in SAP in all sections of FIN 3450, and includes instruction in Excel in

more courses. Finally, this year 36% of Military Science majors exceeded standards versus the national average of 21%.

Opportunities for Improvement

Some departments did not enter data into TracDat in a timely manner. In these cases, the Impact Report that was forwarded to the College was not the TracDat report, but rather a Microsoft Word document. The reason for the delay is unclear. It may be that some find the TracDat system difficult to work with, or it may be that the faculty or staff person has been occupied with other matters. There also needs to be a more consistent process for documenting feedback and continuous improvement to the curricula based on assessment, which is a requirement for AACSB accreditation.

- C. What assistance to the college would be helpful to address the opportunities for improvement identified in B above? If there are any other areas where assistance would help beyond those identified from the opportunities for improvement mentioned in B., please feel free to comment on these.**

One opportunity for improvement would be for more timely entry of assessment data into TRACDAT. A review of data entry dates into the TRACDAT system shows that some departments enter the data just prior to the due date of the university assessment report. The Associate Provost for Assessment plans to have sessions during the regular academic year to remind faculty/staff to enter TRACDAT data and to provide technical assistance to enable them to do so. We are pleased and encouraged to know this.

Another opportunity for improvement is the university-wide Assessment Day Workshop, sponsored by the Associate Provost for Assessment. The first Assessment Day Workshop was held in March 2010. The chairperson of the College Assessment Committee attended this workshop and found it most helpful.

We understand that the university's top leadership plans to continue to encourage assessment through venues such as Academic Forum and Faculty Senate. The HCoB leadership team believes this support will result in even more widespread acceptance of assessment across the university.