

Sample Template for Business and Accounting Assessment Reports in the UWC

This template is based on one from *Assessment Clear and Simple, A Practical Guide for Institutions, Departments and General Education* by Barbara E. Walvoord, 2004, John Wiley and Sons, Inc.

Date of Report May 10, 2010

Semesters or Academic Years the Assessment Report Covers: 2009-2010

Division Business and Accounting

Department

Faculty

Chair or Person Preparing the Report: Esme Faerber

Profile

Number of Majors 33

Number of Faculty: 2 *Full-time*, 2 *adjunct*

Courses Offered in the Assessment Period: Accounting, Finance, Intermediate Accounting, Managerial Accounting, Advertising, Organizational Theory of Management, Marketing, International Business, Intro to Investments, Senior Seminar, Business Law, Statistics

Departmental Factors that Affect Assessment:

The number of majors has been increasing resulting in the development of a third track within the business major. This third track will offer students the choice of majoring in health care management within the business major.

Learning Outcomes for Majors

Learning outcomes are available in the catalogue and on course syllabi.

Assessment of Majors

List the assessment measures you are using, which learning outcome(s) each of them applies to, and then discuss how you used this information. (Was it reviewed by the discipline? Was it shared with faculty teaching a particular course? Other ways the information was used?) You can do this in table form or more textually.

Changes Based on Assessment

Based on assessment results versus outcomes over the past 6 years, changes were made to the senior seminar course. Scores earned by senior students on the ETS exam were declining. In the past six years, a one semester-wide computer simulation was used in the senior seminar course to integrate knowledge learned and allow students to demonstrate their functional knowledge of key concepts and practices of the business and accounting discipline. In order to meet Outcome 1 of Goal 2, changes were made to the senior seminar class.

The computer simulation project was replaced with many different, smaller, more discrete projects involving financial, accounting, analytical and communication skills. Students became more involved in each project, which was predicated on a cumulative learning curve for each of the completed projects.

The results after this change in class content were positive in that 50 percent of students in the senior seminar class scored above the 6-year Rosemont College mean of 141, thereby meeting Outcome 1, of Goal 2.

Recommendations for Improving the Assessment Process