

**Annual Report on the Measurement of Student Learning Outcomes
For Ongoing Program Improvement**

Haworth College of Business

David Shields, Dean

August 1, 2007

This report contains information on measurement of student learning outcomes for each of the six departments housed in the HCOB (Accountancy, Business Information Systems, Finance and Commercial Law, Management, Marketing, and Military Science) as well as the interdisciplinary Integrated Supply Matrix Management program. As recommended by the template provided by the Office of Institutional Effectiveness, the Dean's report contains responses to three items:

A. Based on the evidence provided by the departments/units, evaluate unit-by-unit the implementation and use of assessment data.

Information on this item pertaining to each department/major is reported on Pages 5-11.

B. Based on your evaluation of the department/units, identify the specific steps the individual departments/units will take to address:

- i. full implementation of assessment plans***
- ii. use of assessment data to improve programs***

Information pertaining to actions recommended for each department/major is reported on Pages 5-11.

C. Based on your evaluation of the departments' use of assessment data to improve programs, what measures will the college take in Academic Year 2007-08 to foster a culture of assessment?

The Haworth College is firmly committed to continuous improvement of the quality of business education. Assessment of student learning is an important input in the process of continuous improvement. In order to foster a culture of assessment at the College, the following measures are being taken:

1. A College Assessment Committee, which is a standing committee consisting of faculty representatives from each department, has been formed to facilitate the process of assessment, measure student learning outcomes and suggest improvements for future measurement of student learning.
2. Student satisfaction surveys, prepared by Educational Benchmarking Inc. (EBI) are given to exiting students at the undergraduate and graduate level, each semester. These surveys provide regular feedback to College Administration on the level of student satisfaction with academic programs. These surveys also enable College Administration to compare student satisfaction at the HCOB with our peer, aspirant and competitor institutions.
3. External input on student learning is obtained at the College level via the College Advisory Council, which meets twice a year. At these meetings, the Dean presents recent developments in the Business College to Council members, and requests input from the Council on ways to improve further the learning experience at the College. Most of the Council members are alumni, employers of our students, or both. Their advice is very valuable to the College as we work on continuous improvement of our programs. At the departmental level, Department and Program Advisory councils provide valuable input on academic majors and minors.
4. The college helps to expedite curriculum changes to business programs in response to input received in the process of assessment of learning outcomes. A quick turn around time helps to keep our curriculum offerings up to date with the needs of the workplace.
5. Faculty and administrators who are directly involved in measurement of learning outcomes are encouraged to attend assessment seminars in order to keep them up to date with recent developments in the area.
6. Faculty are encouraged to apply for grants, both internal and external, which involve assessment of student learning outcomes. In 2006-07, a grant enabled Drs. Balik and Swisher (FCL Department) to administer ETS business surveys to a group of 90 undergraduate students

7. Maintenance of AACSB accreditation requires that data on student learning be compiled and evaluated on a regular basis. In addition, the use of this data in the process of continuous improvement needs to be demonstrated. This helps to foster a culture of assessment in the college.

8. Departments within the college are encouraged to elect their assessment committees early in the academic year, and to engage in continuous dialog on measurement of student learning.

9. A Student Leadership Advisory Board, consisting of the leadership of all Registered Student Organizations in the College, has been formed. The Board meets monthly with the Dean, and provides valuable student views of the programs and facilities in the college, some of which have already been implemented.

10. Several student surveys have shown that career and placement services available to business students do not, at present, meet their needs. In response to frequent student requests, the College is working on establishment of an in-house Career Services Center. This is very visible evidence of how assessment of student needs shapes the priorities of the Business College.

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Memorandum from HCOB Dean to the WMU Provost

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***Department of Finance and Commercial Law
Major-Finance***

- a. The department assessment plan was approved in January 2004. During 2006-07, the department undertook Class Surveys to obtain assessment data. In addition a Business field test (prepared by Education Testing Services (ETS)) was administered. The results of the field test demonstrate external validation of student learning. Faculty discussions on quality of teaching, incorporation of computing technology, and updating course content were held.
- b. To attain full implementation of the assessment plan, the department should widen the scope of student surveys and go ahead with employer and alumni surveys. Findings from assessment data should be used to guide curricular and course delivery changes.

***Department of Finance and Commercial Law
Major-Personal Financial Planning***

- a. The results of the student survey show that 11 out of 18 of the student learning outcomes were attained. The department needs to administer surveys to employers and alumni to seek feedback on the usefulness of program content. The ETS major field test was administered to Personal Financial Planning students, with encouraging results.
- b. Once again, to attain full improvement of assessment plans, the department needs to include more students in the survey and also to start employer and alumni surveys.

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*Department of Accountancy
Major-Accountancy
Master of Science in Accountancy*

- a. The Department Assessment Plan was approved in November 2004. The Department of Accountancy has implemented assessment programs for its undergraduate major in Accountancy and its Master of Science in Accountancy. The Department has done a commendable job in assessing progress towards the achievement of the AICPA's core competencies.

- b. Information collected in the process of assessment needs to be examined by the appropriate faculty committees to gauge progress towards attaining student learning objectives, in Fall 2007. This process is an integral part of the preparation for maintenance of AACSB accreditation for programs in Accountancy.

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*Department of Marketing
Major in Advertising and Promotion*

- a. The Department Assessment Plan was approved in February 2004. Based on the information provided in the department assessment impact report, it appears that the department is following up on its assessment plan for the major. The plan is being implemented and assessment data is being used as recommended.
- b. The department needs to continue the process of implementing the creative components of the major mentioned in the assessment plan

*Department of Marketing
Major in Food & Consumer Package Goods Marketing*

- a. The assessment process is on schedule. Curricular changes have been made, there is increased academic exposure to Foodservice, information technology is being used and ties with the business community are being built.
- b. To improve the assessment process even more, alumni surveys need to be administered. An exit survey of students also needs to be established.

Department of Marketing
Major in Marketing

- a. The assessment appears to be on target. The Department Chair's report gives details of the use of assessment data in curricular improvement.
- b. Full implementation of the assessment plan requires incorporation of the findings (particularly those pertaining to global marketing) in the classroom.

Department of Marketing
Major in Sales & Business Marketing

- a. The assessment plan is being implemented and assessment data is being used in the major. Student participation in the major is commendable. A number of initiatives are under way for providing students with practical experience.
- b. Exit surveys and job placement surveys need to be revised with a view to updating curriculum.

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***Department of Management
Major in Human Resources Management***

- a. Assessment methods specified in the Department Plan have been used. In order to determine whether students have attained the stated learning outcomes, the decision criteria may need further clarification.
- b. The formation of an HRM Advisory Council would help to put in place a forum to obtain input on a regular basis on developments in the profession and knowledge and skills sought by employers.

***Department of Management
Major in Management***

- a. The assessment methods specified in the Departmental plan are being used in the assessment of the major. It is noted that three vacant faculty positions exist in the Management area.
- b. Data collection needs to begin in order to evaluate progress towards the attainment of the specified outcomes.

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***Integrated Supply Matrix Management Program
ISM Major***

- a. This is a successful interdisciplinary program that continues to be in high demand from students and student employers. A number of curriculum changes are requested in Fall 2007 to keep the program up to date. New technology is being used for learning and for pedagogical purposes. The attainment of learning objectives is measured regularly via feedback from students, alumni, and the program executive council.

- b. Faculty who teach in the program are encouraged to put together a formal assessment plan using the format provided on the website of the WMU Office of Institutional Effectiveness. Many of the elements of this plan are already in place. The plan should formalize the process of data collection, the criteria for determining whether progress is satisfactory, and the feedback loop for continuous improvement.

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*Department of Business Information Systems
Major in Computer Information Systems
Major in Technology & Information Management
Major in eBiz Design*

- a. The CIS assessment plan has been revised twice since its approval in Spring 2004. The department has proposed several curriculum changes in response to feedback received from stakeholders. Due to a University-wide moratorium on curriculum change, some of these proposals have yet to be implemented.
- b. The scope of student surveys needs to be improved. Surveys need to be done for classes that are listed in the assessment plan, but have not been surveyed. The input collected from stakeholders needs to be processed with a view to updating course content.

*Department of Business Information Systems
Minor in Business Communication*

- a. The information provided pertains to two required business courses: BCM 1420 and BUS3700. The information needs to be presented in the prescribed format.
- b. Student surveys need to be done each year in BCM 1420 and BUS 3700 in order to provide documentation on progress towards attainment of program objectives.

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*Department of Military Science
Minor in Military Science*

- a. The department has addressed all 5 of its student learning outcomes using a range of assessment methods. Any deficiencies in student learning identified in last year's (2006) report have been addressed. The Department has done a comprehensive and thorough job with assessment of student learning outcomes.
- b. No major changes to assessment procedures are needed in 2007-08 academic year. The department is expected to maintain its focus on development of leadership and character. The Department is encouraged to continue the program of mentoring its cadets.