

Assessment Report Business Administration Program

Part I – Assessment SUMMARY (06-07)

A. Program/Discipline Mission Statement

It is the mission of the Business Administration Department to meet the needs of the community by providing a relevant and current curriculum in a learning centered environment that prepares students for careers in business administration, management, marketing, real estate, business technology and travel and tourism.

It is the purpose of the Business Administration Department

- 1) To prepare students for entry level careers;
- 2) To provide skill upgrade training for those currently employed in business;
- 3) To offer support courses for other vocational programs;
- 4) To provide vocational courses for lifelong learning and,
- 5) To provide transfer courses for students articulating to 4-year colleges

B. Intended Outcomes

	Intended Learning Outcome	1st Assessment Method	2nd Assessment Method
1	Demonstrate the ability to organize and present business-related information in written reports	Case Study	Business Report
2	Demonstrate the ability to organize and professionally present business-related ideas in oral presentations	Informative Presentation	Not Available
3	Use current technology to retrieve and convey business-related information	Informative Presentation	Not Available
4	Identify a business-related problem, consider alternatives, and reach a conclusion based on logical analysis.	Case Study	Not Available
5	Collaborate effectively with others in situations requiring teamwork, leadership, and negotiation	Peer Evaluation	Team Observation

C. Benchmarks

The Business Administration Department is expecting:

80% of the students will score an average of 80% or better on organizing and writing a business report.

80% of the students will score an average of 80% or better on the six fundamentals of an effective oral presentation.

80% of the students will score an average of 80% or better on identifying and analyzing a business problem.

80% of the students will score an average of 80% or better on collaborating effectively with others in a group/team assignment.

D. Assessment Results

1. Historical Context

Prior to 04-05, no significant data was collected for assessment. During 04-05, the Business Administration Department assessed five different learning outcomes utilizing two assessment methods for each outcome. The assessments revealed a number of strengths and weaknesses in the learning of our students. The two main areas of strength were the use of current technology and collaboration skills. The main areas of weakness included documentation skills in writing reports, speaking skills in professional presentations and quality analysis and formulation of conclusions and recommendations for a business-related problem.

For 05-06, to address the area of documentation skills, business instructors were asked to provide students with written documentation procedures and dedicate some specific time to reviewing documentation in their classes. To address the area of professional presentations, instructors have been asked to require an oral presentation in each class in order to provide the students with more experience and feedback on their presentation skills. To address the area of analysis and formulating conclusions, classes that require case studies are now being given further instruction on how to properly analyze and form conclusions when faced with a business-related problem.

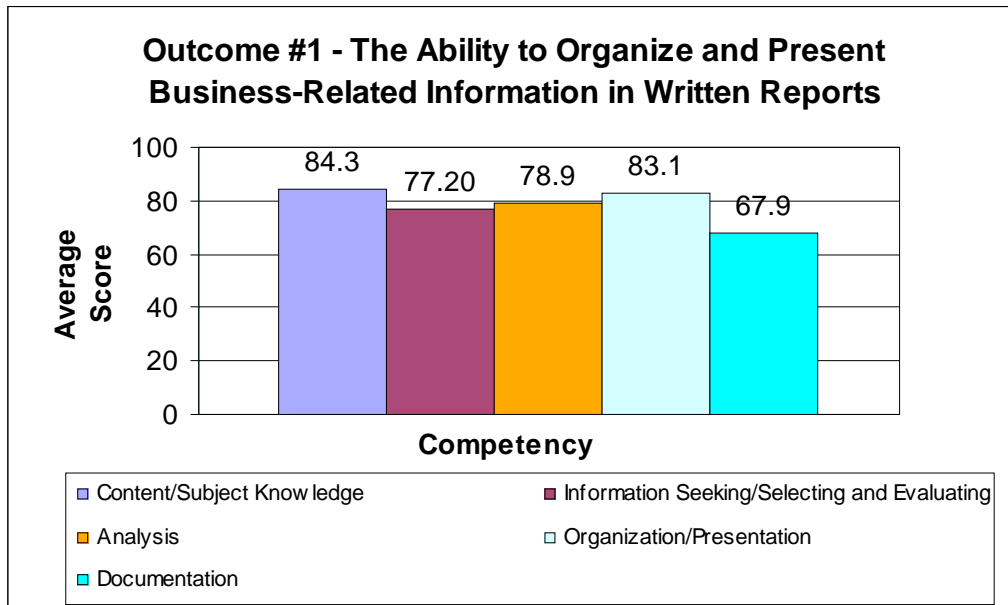
Using the results from 05-06, the department implemented several changes and additions to the curriculum, which appear to have impacted the 06-07 results favorably in some areas. These changes included holding an all-student meeting at the beginning of each semester to inform current and interested Business Administration students of the details of our program; providing a suggested course sequence for the AAS degree with the intention of having students take foundation writing courses early in the sequence; working with faculty to increase focus on documentation skills; and requesting more oral presentations in business area classes.

2. Current Year Data Results

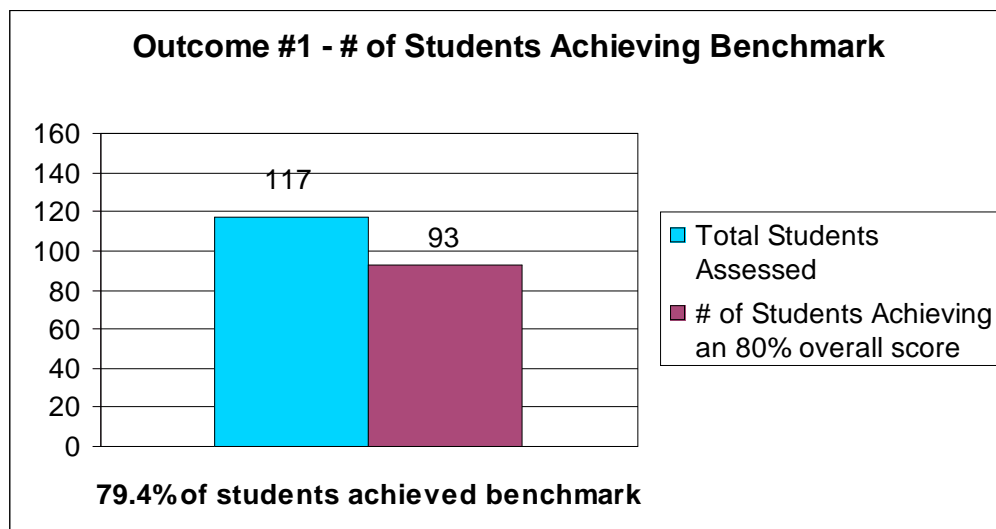
Outcome #1

The first learning outcome of the Business Administration Department is the ability of our students to organize and present business-related information in written reports. Two assessment methods were utilized (a case study and a business related report), encompassing Business Communication and Report Writing and Legal Environment of Business classes. The total sample size was 117 students. 62 case studies were analyzed and 55 business related reports.

The first chart provides a total summary of the results by competency for all students assessed. The percentage shown is the average score on each competency.



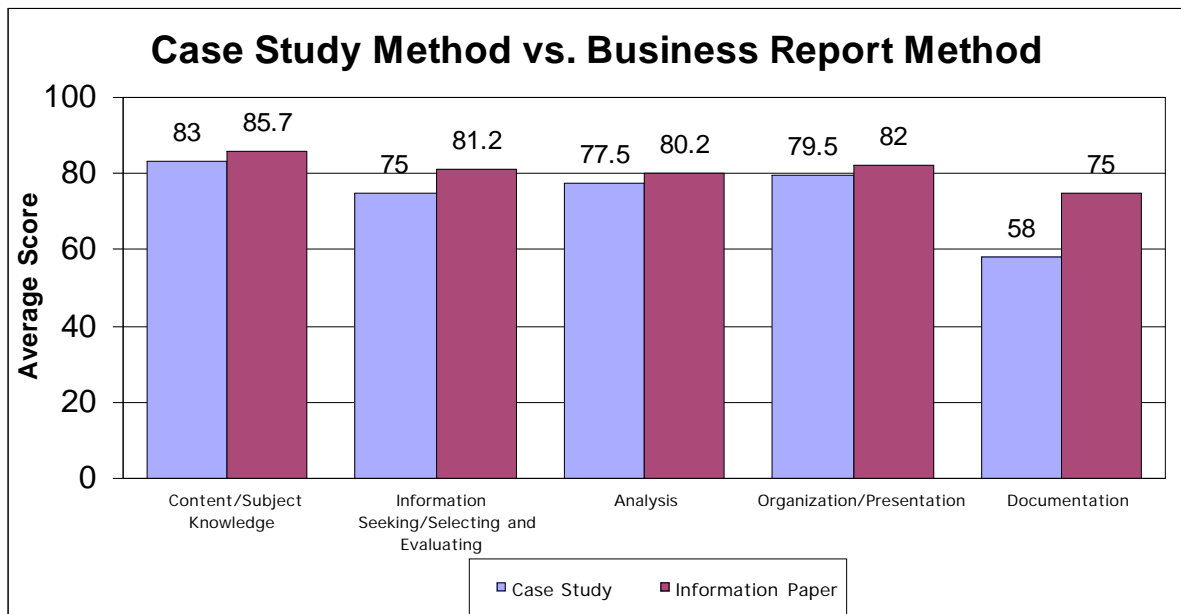
The following chart shows the number of students achieving the 80% or above benchmark for Outcome #1.



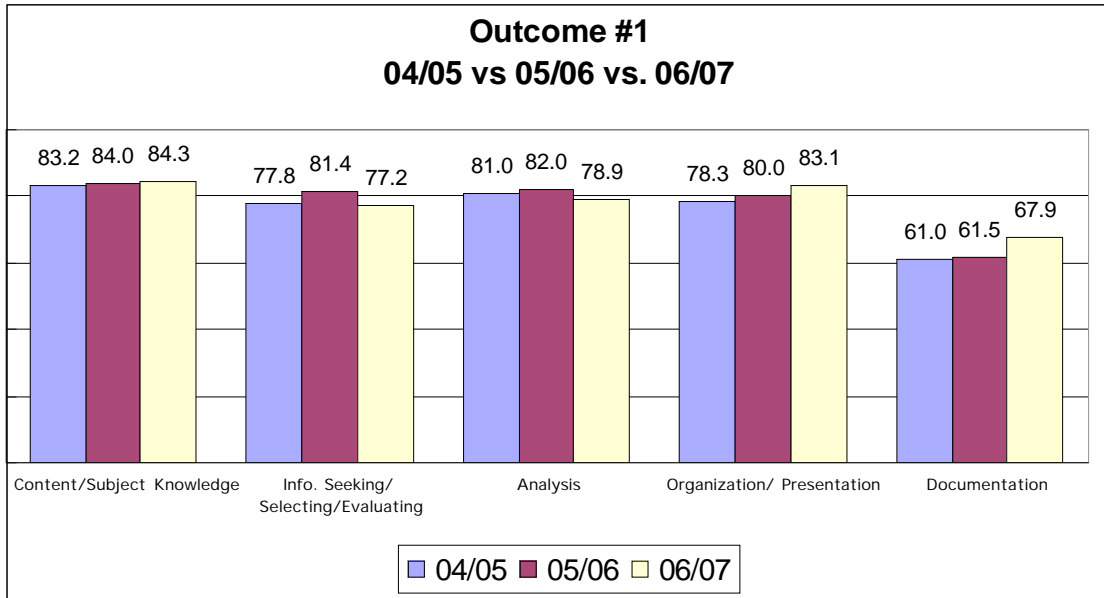
Analysis of Results – Outcome #1

The student's performance on outcome #1 did not meet the expected benchmark of an 80% average score for 80% of the students. However, the number of students achieving the benchmark improved to 79.4% from 78.5% last year. Of the 117 students assessed in the program, 93 had an average score of 80% or better on this outcome. Therefore, we have shown a notable increase in the scores from two years ago when 76.7% of the students reached the 80% or better score. A specific area of strength continues to be Content/Subject Knowledge and Analysis with a score of 84.3%. There were two areas that showed improvement from last year, Information Seeking/Selecting and Documentation. Information Seeking/Selecting improved from an 80% last year to 83.1% this year and Documentation improved from 61.5% to 67.9% this year. However, Documentation continues to be the competency showing the greatest weakness.

Another area of interest shown in the data is the difference in the two methods used for assessment. Scores for the case study method were lower in all competencies than the scores for the business information report method. The case study method was utilized in the Legal Environment of Business Class and the business report method was utilized in the Business Communications class. The results indicate that students in Business Communications are able to demonstrate better report writing skills than students in the Legal Environment of Business.

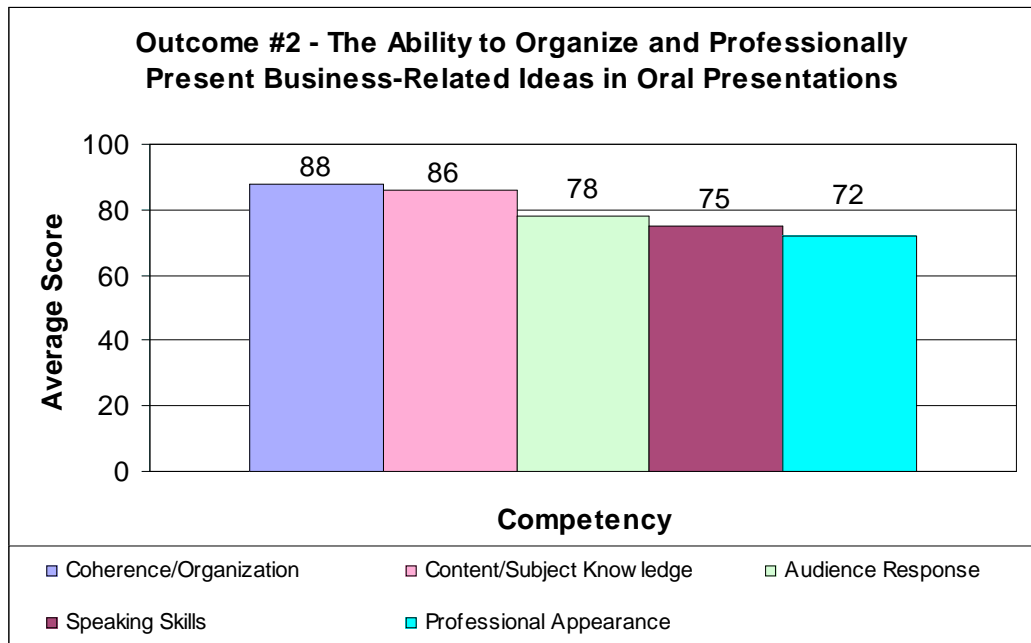


Finally, an overall comparison of Outcome #1 over the last three years does show improvement in Content/Subject Knowledge, Organization/Presentation and Documentation. Documentation showed the greatest increase which indicates the success of the emphasis faculty is now placing on this area. Two areas, Information Seeking and Analysis showed a decrease this year from the last two years, but still scored above the benchmark.

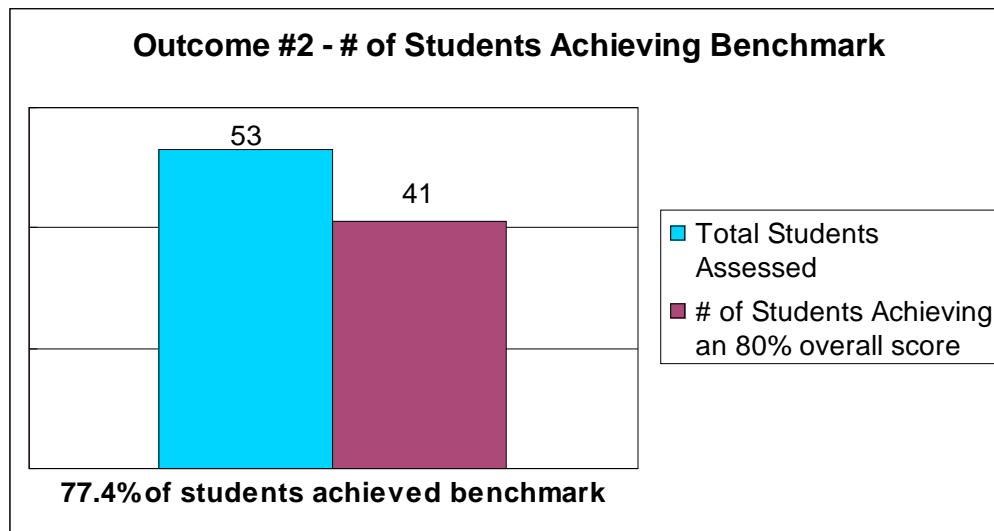


Outcome #2

Outcome #2 demonstrates the ability of our students to organize and professional present business-related ideas in an oral presentation. For this outcome, one method was utilized, an individual presentation of a business report in Business Communications and Report writing classes. The sample size is 53 students.

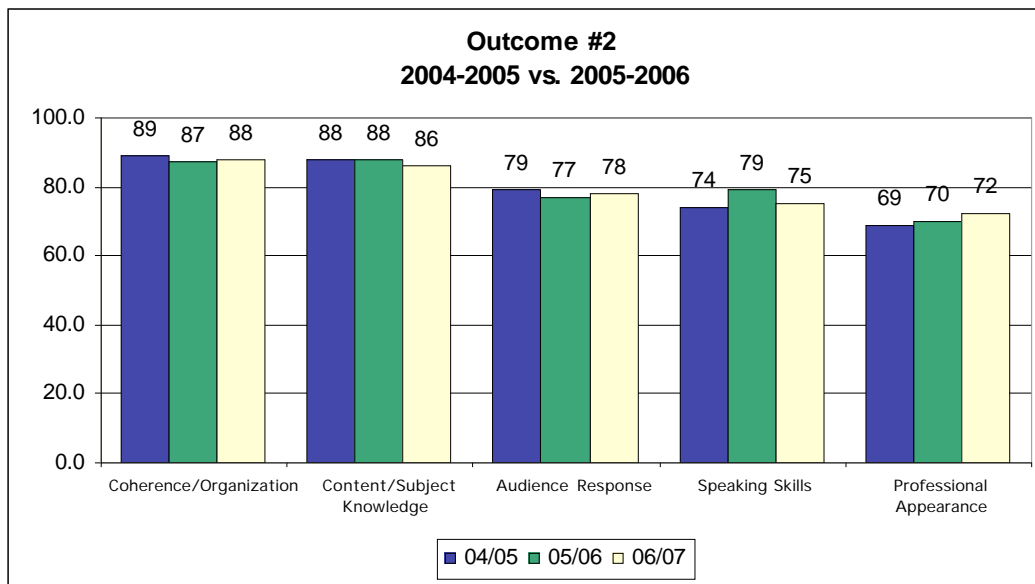


The following chart shows the number of students achieving the 80% or above benchmark.



Analysis of Results – Outcome #2

The student's performance on outcome #2 was close to meeting the expected benchmark of an 80% average score for 80% of the students. However, the 77.4% result represents a decrease from last year's result of 78.1% of the students reaching the benchmark. Of the 53 students assessed in the program, 41 had an average total score of 80% or better on this outcome. Specific competency areas of strength include Coherence/Organization, Content/Subject Knowledge and Analysis. Specific competency areas of weakness include receiving a positive Audience Response, Speaking Skills and Professional Appearance. Speaking Skills shows the greatest decrease from last year and indicates an area for more focused attention.

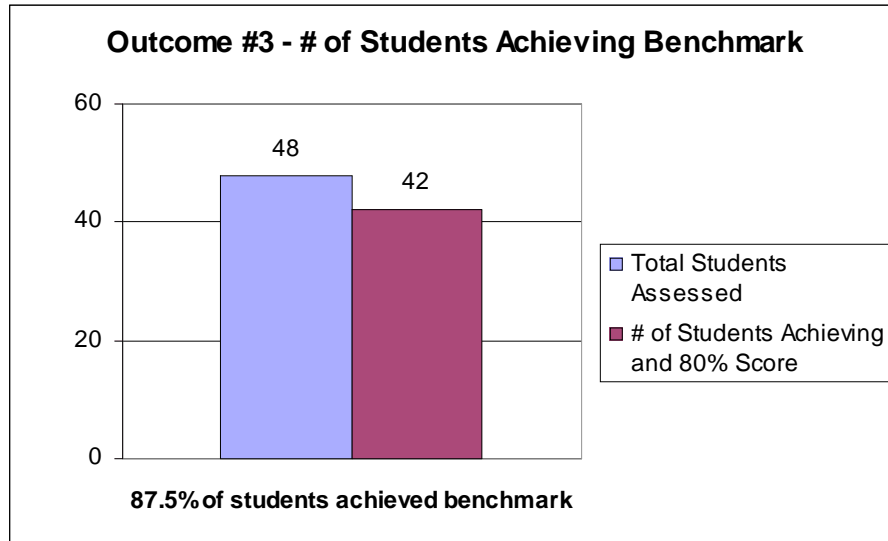


Outcome #3

Outcome #3 demonstrated the single competency of our students to use current technology to retrieve and convey business-related information. The outcome was assessed in Business

Communications, Marketing Your Image and Principles of Sales class presentations. The sample size is students 53 students.

This chart provides a total of the results for all students assessed.



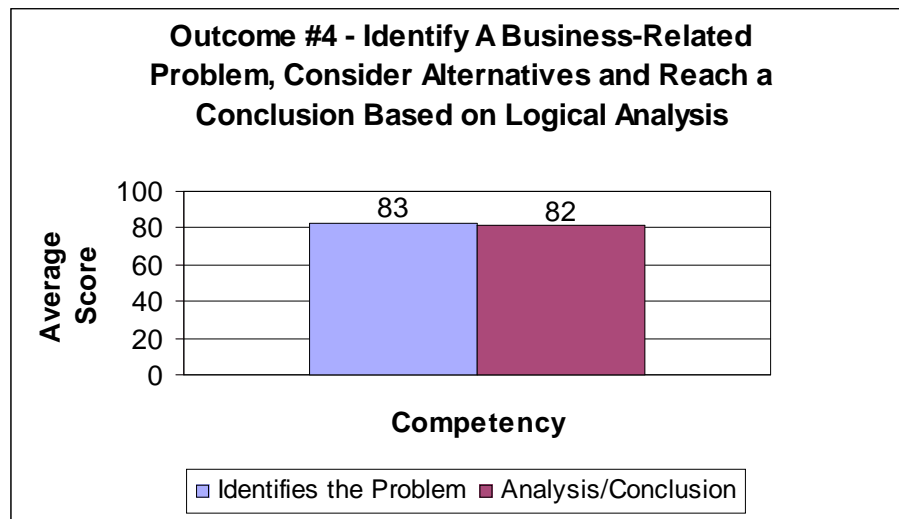
Analysis of Results - Outcome #3

The student's performance on Outcome #3 was acceptable. 42 of 48 students assessed scored 80% or higher on this outcome. Therefore, 87.5% of the students assessed for this outcome reached the 80% or better score. This percentage shows a slight increase from last year's results at 86.7% and 04-05 score of 84.8%.

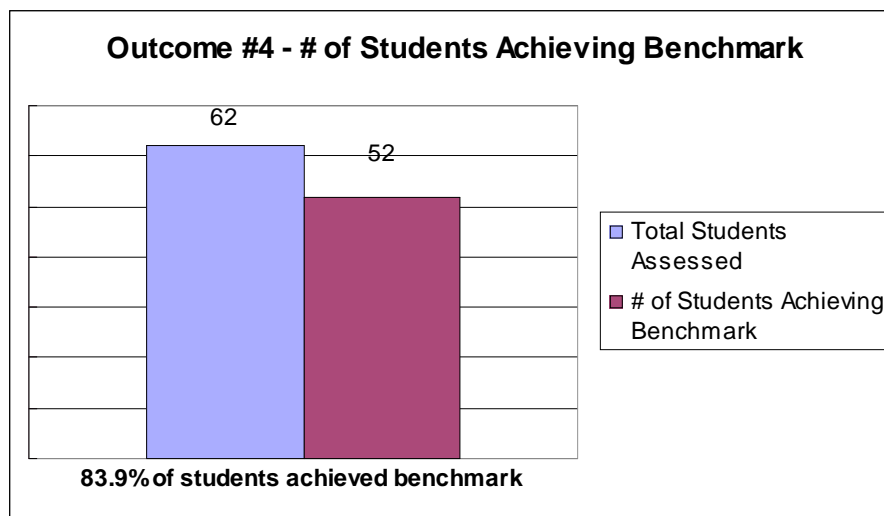
Outcome #4

Outcome #4 demonstrates the ability of our students to identify a business-related problem, consider alternatives and reach a conclusion based on logical analysis. Students were required to analyze a case study in all Legal Environment of Business classes. We were unsuccessful in acquiring enough data to utilize the second method of assessment. The sample size is 62 students.

The first chart provides a total summary of the results by competency for all students assessed. The percentage shown is the average score on each competency.



The following chart shows the number of students who achieved the 80% or above average score on the assessment of this outcome.



Analysis of Results – Outcome #4

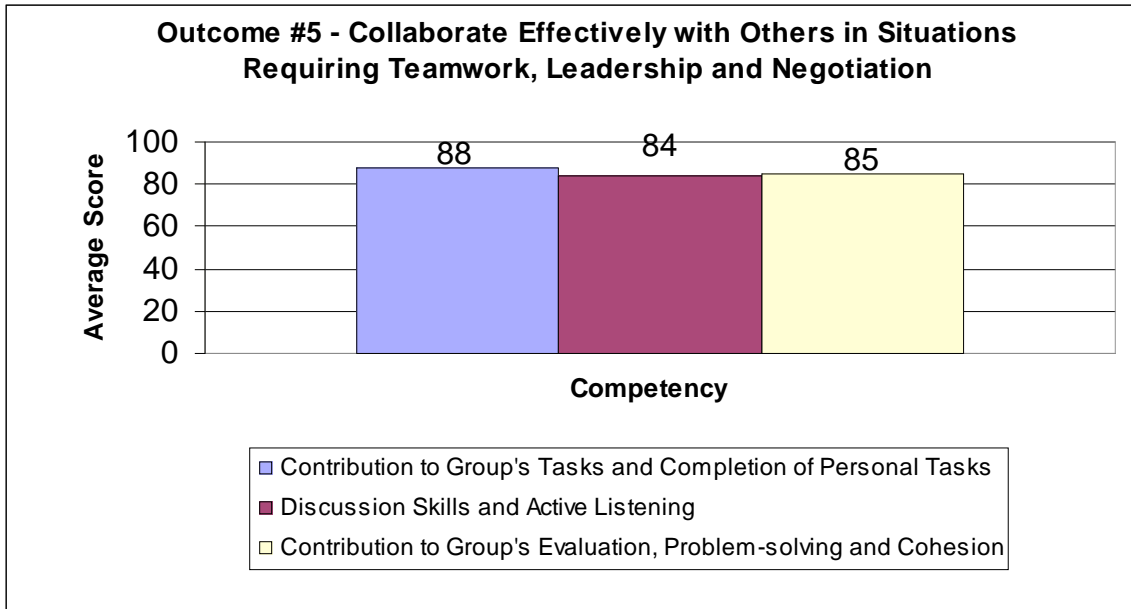
The student's performance on Outcome #4 reached the stated benchmark of 80% of students achieving an average score of 80% or better. The student's showed strength in identifying a business problem, achieving an average score of 83%. The second competency, Analysis and Conclusion had an average score of 82%. Overall, 52 of 62 students reached the stated benchmark for this learning outcome. Therefore, 83.9% of the students assessed for this outcome reached the 80% or better score. These results do not vary considerably in either competency from the previous years.

Outcome #5

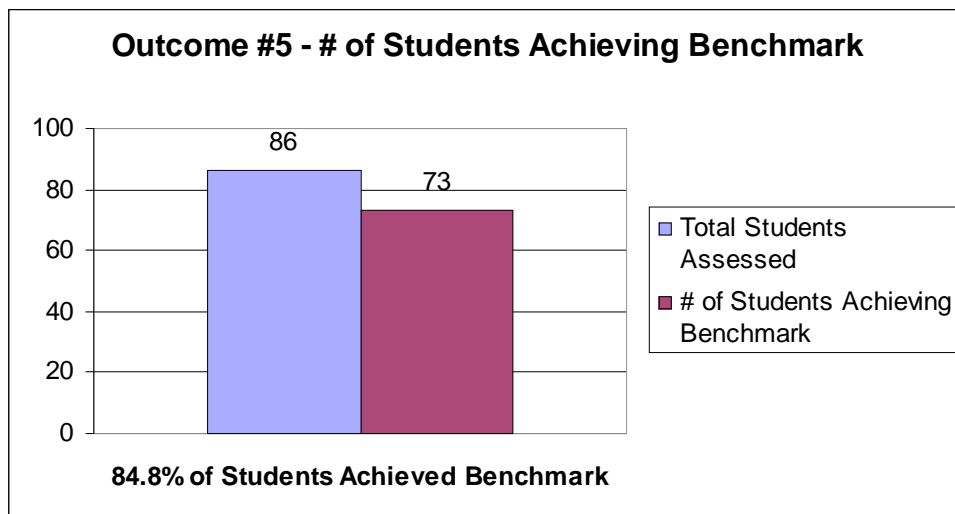
Outcome #5 demonstrates the ability of students to collaborate effectively with others in situations requiring teamwork, leadership and negotiation. Two methods were used in the

assessment (Peer evaluation and Team Observation). The assessment included both the Business Communication and Legal Environment of Business classes. The sample size was 86 students.

The first chart provides a total summary of the results by competency for all students assessed. The percentage shown is the average score on each competency.



The following chart shows the number of students who achieved the 80% or above average score on the assessment of this outcome.



Analysis of Results – Outcome #5

The student's performance on outcome #5 exceeded the expected benchmark of an 80% average score for 80% of the students. Of the 86 students assessed in the program, 73 had an average total score of 80% or better. Therefore, 84.8% of the students assessed for this

outcome reached the 80% or better score. All three competency areas showed a strong outcome, with Contribution to Group Tasks the highest at 88%. There were no significant increases/decreases from prior years.

E. Use of Results

1. It is the intention of the Business Administration Department to share the results with all faculty within the department and with the Business Administration Advisory Committee.
2. The following changes and improvements in curriculum, instruction and learning are planned:

Outcome #1 – The Business Administration Department feels every student in our program should have the ability to organize and present business-related information in written reports. Currently, 79.4% of the students assessed in our program achieved our stated benchmark for this outcome. It is evident that although there is progress being made in some areas, there is still much work to be done.

Although there was considerable improvement this year, the one glaring weakness continues to be in the area of documentation. In addition, as discovered in last year's assessment, and confirmed again in this year's assessment, it is clear that Business Communications and Report Writing students score higher in all competencies than Legal Environment of Business students. This is particularly true for the documentation competency where the average score for Business Communication was 75% and the average score for Legal Environment of Business was 58%. This result is not unexpected, as Business Communications focuses specifically on written forms of communication, whereas Legal Environment does not.

The following actions will be incorporated into our curriculum planning and advising to address the weaknesses identified in Outcome #1:

- a. An all-student meeting will continue to be offered at the beginning of each semester to inform current and interested Business Administration students of the details of our program. We are continuing to build attendance each semester by offering a free drawing for an iPod Nano.

Within the meeting, a suggested course sequence will be offered. This sequence will recommend that all students seeking the AAS degree take Business Communications and Report Writing as their second course, after Introduction to Business and that they complete English Composition within the first two semesters. The desired effect is that the writing skills attained in Business Communications and English Composition will assist each student in increasing their abilities in this outcome across all classes.

- b. A recommended sequence of classes (as explained above) will be provided to all instructors in the Business Department. Instructors will hand out and discuss with their classes, so that more students will be aware of the need to develop foundation writing and speaking skills before taking business major courses.

- c. As in last year's assessment, it is not clear from the results if the weakness in documentation is due to a lack of knowledge of 'when' or of 'how' to document. It is clear that more time needs to be given to documentation procedures in all classes. Several hand-outs will be provided to all Business faculty outlining documentation requirements and standards. Faculty will be expected to review these handouts with their students and emphasize the importance of proper documentation procedures.
- d. Although it will not be available until Fall 08, a 1-credit hour business writing course will be developed and offered to all students to improve writing skills. This addition to the curriculum is focused on the continuing effort to improve this outcome.
- e. In an effort to really push the importance of this outcome, the Business Department has decided to raise the benchmark to an average score of 85% by 80% of the students assessed.

Outcome #2 – Demonstrating the ability to give professional presentations is the next Learning Outcome. Overall, our students scored close to the expected benchmark, at 77.4% of the students meeting or exceeding it. Audience response, speaking skills and professional appearance were the areas of greatest weakness. The low score in professional appearance is attributed to the student's resistance to "dressing up" for school.

To try and increase the overall ability of our students to give professional presentations, the Department Chair will request that all traditional format business classes require an oral presentation. Although, this was requested last year, there is not 100% participation. In addition, the business faculty will be offered materials on coaching oral presentations, particularly speaking skills, and asked to spend more time in developing our student's oral presentation skills.

Outcome #3 – The use of current technology to convey information is an area with acceptable performance within this program. The benchmark was exceeded for the third year. In order to continue to grow the number of students meeting the benchmark, requirements for research projects, reports and presentations will continue to include the use of current technology.

Outcome #4 - Identifying a business-related problem and being able to consider alternatives and come to a conclusion based on logical analysis is the next outcome. The benchmark was met for this outcome and students were equally adept at identifying the problem as providing analysis and conclusions.

This outcome will be tabled for the next year's assessment as it has been above the benchmark for three years.

Outcome #5 – This learning outcome is focused on the collaboration skills of students. Overall, our students collaborate well with others and the benchmark was met for this outcome. The student's showed a better outcome this year than last in this area. Opportunities for students to work in team situations will continue to be a prominent part of the Business department curriculum.

Part II – Assessment PLAN (06-07)

Intended Learning Outcomes

	Intended Learning Outcome	1st Assessment Method	2nd Assessment Method
1	Demonstrate the ability to organize and present business-related information in written reports (GEN ED)	Case Study	Business Report
2	Demonstrate the ability to organize and professionally present business-related ideas in oral presentations	Informative Presentation	Sales Presentation
3	Use current technology to retrieve and convey business-related information	Informative Presentation	Case Study
4	Identify a business-related problem, consider alternatives, and reach a conclusion based on logical analysis.	Tabled for 07/08	Tabled for 07/08
5	Collaborate effectively with others in situations requiring teamwork, leadership, and negotiation	Peer Evaluation	Team Observation

Procedures/Methods

To assess Outcome #1:

1st Assessment Method

- Assign an individual, written case study in all Legal Environment of Business classes.
- Assign a faculty member or business professional to assess the case studies.
- Utilize the Written Case Study/Report rubric.
- Student performance will be measured for outcome #1.

2nd Assessment Method

- Assign an individual, business-related report/presentation in all Business Communication and Report Writing classes.
- Assign a faculty member or business professional to assess the papers.
- Utilize the Written Case Study/Report rubric.
- Student performance will be measured for outcome #1.

To assess Outcomes #2 and #3

1st Assessment Method

- Assign an individual, informative oral presentation in Business Communications and Report Writing.

- Assign a faculty member or business professional to assess the oral presentations.
- Utilize the Oral Presentation rubric.
- Student performance will be measured for outcome #2 and #3.

2nd Assessment Method

- Assign an individual, persuasive selling presentation in Principles of Sales.
- Assign a faculty member or business professional to assess the oral presentations.
- Utilize the Oral Presentation rubric.
- Student performance will be measured for outcomes #2 and #3.

To assess Outcome #4 – Tabled for 07/08

To assess Outcome #5

1st Assessment Method

- Distribute Collaboration Evaluations to group project teams in Business Communication and Report Writing and Principles of Management.
- Assign a faculty member or business professional to review evaluations for completeness.
- Student performance will be measured for outcome #5.

2nd Assessment Method

- Assign a faculty member or business professional to observe a team assignment/exercise in Leadership and Business Communications and Report Writing.
- Utilize the Collaboration Evaluation rubric.
- Student performance will be measured for outcome #5.

Benchmarks

The Business Administration Department is expecting:

80% of the students will score an average of 85% or better on organizing and writing a business report.

80% of the students will score an average of 80% or better on the fundamentals of an effective oral presentation.

80% of the students will score an average of 85% or better on utilizing current technology.

80% of the students will score an average of 80% or better on collaborating effectively with others in a group/team assignment.