# Assessment Overview

**Discipline/Program Name:** Business  
**Assessment Year:** 2008-09

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Outcome Type</th>
<th>Methodology</th>
<th>n</th>
<th>History</th>
<th>Benchmark</th>
<th>Results</th>
<th>Strength of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Writing Skills</td>
<td>GE and Program</td>
<td>Rubric Graded Essay</td>
<td>111</td>
<td>1</td>
<td>80% will achieve 80% or better score for each competency</td>
<td>Three competencies rated – all showing opportunity for improvement</td>
<td>Weak – (new outcome, new competencies, new rating criteria)</td>
</tr>
<tr>
<td>2. Solving Business Problems</td>
<td>Program</td>
<td>Rubric Graded Case Study</td>
<td>76</td>
<td>1</td>
<td>80% will achieve 80% or better score for each competency</td>
<td>Three competencies rated – all showing opportunity for improvement</td>
<td>Weak – (new outcome, new competencies, new rating criteria)</td>
</tr>
<tr>
<td>3. Speaking Skills</td>
<td>GE</td>
<td>Oral Presentations</td>
<td>41</td>
<td>1</td>
<td>80% will achieve 80% or better score for each competency</td>
<td>Five competencies rated – all showing opportunity for improvement</td>
<td>Weak - (new outcome, new competencies, new rating criteria)</td>
</tr>
</tbody>
</table>

**Describe the Learning Outcome That You Have Measured**

- GE, Discipline or Other
- Pre-Post Test, Judged Competition, Embedded Questions, Rubric Graded Essay
- Number of Students Assessed
- # of Years This Outcome Has Been Assessed
- Measurement Standard
- Report the Results of Your Data Analysis

**Recommendation:** Complete this Assessment Overview Table after you have completed your Assessment Summary in the following template.
Program / Discipline Assessment Report

Program/Discipline: Business Administration
Responsibility: Connie Strain

Program/Discipline's 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

Program/Discipline's Assessment History:
By using the assessment process as an evaluative technique, how has it previously affected your program's curricula and/or teaching strategies?

Prior to 04-05 year, 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 and 06-07 years, the department continued to see the same areas of weaknesses. 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 were 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 were given further instruction on how to properly analyze and form conclusions when faced with a business-related problem.

For 07-08 year, the department changed the benchmark for the writing outcome by increasing it 5% to match industry needs. The writing and presentation benchmarks were not reached. The technology and collaboration outcomes had strong results.

The result of several years of assessment, including 07-08 year, has moved the department to:
- provide a suggested course sequence for the AAS degree with the intention of having students take foundation writing courses early in the sequence
- Create an advising outreach program for incoming AAS degree and certificate students.
- Offer a 1-credit hour elective business writing course

Review of the entire assessment process after the 07-08 assessment period, determined that the learning outcomes required revision. A stronger focus was needed on business related outcomes and more specific information was needed about the writing and speaking weaknesses. New learning outcomes, new competencies and new rating criteria and were used for the 08-09 year, focusing on organizing and writing business reports, demonstrating professional speaking skills and identifying and analyzing a business problem.

By using the assessment process as an evaluative technique, what changes to student learning have been noted?
Over the last three years, the writing outcome has seen slight improvements in the organization and presentation of written reports. Content, information seeking and analysis have remained fairly constant. Documentation and speaking skills remain a weakness. The change to more focused learning outcomes and a detailed measurement rubric will give the department better information in the future about student learning.

What unintended consequences, if any, have occurred because of the assessment process?
None

Who receives information about your department's assessment and why? (Please note if you plan on altering either of these items for the coming year.)
The Business Advisory Committee is informed annually of the program's assessment results. Faculty and instructors are advised when the report is complete and posted on the internet. Full-time faculty meet to discuss results and plan for future.

Part 1: Previous Academic Year Assessment Summary
Previous Academic Year: 2008-09
<table>
<thead>
<tr>
<th>Outcome #: 1</th>
<th>Outcome Title: Writing Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose by bolding): General Ed and Program</td>
<td><strong>Outcome Description:</strong> Demonstrate the ability to organize and present business-related information in written reports</td>
</tr>
<tr>
<td>If General Education outcome (choose by bolding): Communication</td>
<td></td>
</tr>
</tbody>
</table>
| **Benchmark for success** | 1) 80% of the students will score an 80% or better on each competency.  
2) Employers expect our students to be able to write effectively. |
| 1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.  
2) What is the rationale for choosing this measure? | 1) Individual, written case study in all Legal Environment of Business classes and an individual paper in other business/management/marketing classes. Utilize the Written Report rubric which assesses the following competencies:  
- the use of relevant business terms and concepts  
- report organization  
- the use of writing tools  
2) Writing skills  
3) Measured annually with samples taken from Fall and Spring semesters  
4) Sample size: 111 |
| **Description of assessment process:** |  |
| 1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?  
2) How do these methods show students are learning?  
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?  
4) How many students made up the sample size? | 1) Individual, written case study in all Legal Environment of Business classes and an individual paper in other business/management/marketing classes. Utilize the Written Report rubric which assesses the following competencies:  
- the use of relevant business terms and concepts  
- report organization  
- the use of writing tools  
2) Writing skills  
3) Measured annually with samples taken from Fall and Spring semesters  
4) Sample size: 111 |
| **Results** |  |
| What were the results of the assessment process? (List results for each method, if more than one were used.) |  |
| | | | | | | | % of students achieving 80% or better |  |
| | | | | | | | Business Concepts | Organization | Writing Tools |  |
| | | | | | | | 65% | 60% | 9% |  |
| **What did the department learn?** | 1) The benchmark was not met for any competency.  
2) The new learning outcomes this year also brought about the creation of a new, detailed and |
<table>
<thead>
<tr>
<th>benchmark? 2) How does the data compare to the previous year, if applicable? 3) If multiple measures were used, how do they compare to each other?</th>
<th>business focused measurement rubric for writing skills. Business concepts and writing tools were not assessed in the past. Organization was assessed in the past, but the rubric rating criteria are different for this year. Therefore, the data this year cannot be compared to last year. 3) Multiple measures were not used.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student performance summary</strong> 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)? 2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?</td>
<td>1) Looking at the data without any comparison to other years, the ability to organize reports is the strongest competency and the use of writing tools is the weakest. 2) Although the benchmarks were not met this year, the new outcomes and revised rubric provide the department with focused results. In order to better assess the writing skills of students in the business program a benchmark entry point is needed. Next year’s plan will include the assessment of writing skills in an introductory course. Assessment will also be done in several upper level courses. Those will be compared and the program can then make a better determination on what curriculum changes, strategies, etc. need to be addressed for this outcome.</td>
</tr>
<tr>
<td>Outcome #: 2</td>
<td>Outcome Title: Solving Business Problems</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td><strong>Outcome Type</strong> (choose by bolding): Program Specific</td>
<td><strong>Outcome Description:</strong> Identify a business-related problem, consider alternatives and reach a conclusion based on logical analysis</td>
</tr>
<tr>
<td>If General Education outcome (choose by bolding):</td>
<td></td>
</tr>
</tbody>
</table>

**Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark.
2) What is the rationale for choosing this measure?

1) 80% of students will score 80% or better on each competency.
2) Employers expect our students to be able to solve business problems.

**Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

1) Individual, written case study in all Legal Environment of Business classes. Utilize the Written Case Study rubric which assesses the following competencies:
   - business problem identification
   - alternatives
   - conclusions
2) Ability to solve business problems
3) Measured yearly with samples taken from both fall and spring semesters
4) Sample size: 76

**Results**
What were the results of the assessment process? (List results for each method, if more than one were used.)

<table>
<thead>
<tr>
<th>% of students achieving 80% or better</th>
</tr>
</thead>
<tbody>
<tr>
<td>68%</td>
</tr>
</tbody>
</table>

What did the department learn?
1) The benchmark was not met for any competency.
2) The new learning outcomes this year also brought about the creation of a new, detailed measurement rubric for problem solving. Rating criteria for problem identification, considering alternatives and reaching a conclusion were changed for this year’s assessment. Therefore, the data this year cannot be compared to last year.
3) Multiple measures were not used.

1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if applicable?
3) If multiple measures were used, how do they...
| Student performance summary | 1) Looking at the data without any comparison to other years, the strongest performance was in problem identification and the weakest in the ability to make a conclusion based on logical analysis.  
2) Although the benchmarks were not met this year, the new outcomes and revised rubric provide the department with focused results. Increased use of case studies in all business department classes will give students more opportunities to learn strategies for identifying and solving business problems. Other methods to address this outcome are under consideration. |
|----------------------------|--------------------------------------------------------------------------------------------------|
| 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?  
2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods? | 1) Looking at the data without any comparison to other years, the strongest performance was in problem identification and the weakest in the ability to make a conclusion based on logical analysis.  
2) Although the benchmarks were not met this year, the new outcomes and revised rubric provide the department with focused results. Increased use of case studies in all business department classes will give students more opportunities to learn strategies for identifying and solving business problems. Other methods to address this outcome are under consideration. |

**Student performance summary**

1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)?

2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?
<table>
<thead>
<tr>
<th>Outcome #: 3</th>
<th>Outcome Title: Professional Speaking Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome Type</strong> (choose by bolding): General Ed</td>
<td><strong>Outcome Description:</strong> Demonstrate professional speaking skills.</td>
</tr>
<tr>
<td>If General Education outcome (choose by bolding): Communication</td>
<td></td>
</tr>
</tbody>
</table>

**Benchmark for success**
1) Please specify what percentage of the sample size is expected to meet or exceed your benchmark. 
2) What is the rationale for choosing this measure?

| 1) 80% of students will score 80% or better on each competency. |
| 2) Employers expect our students to have good speaking skills. |

**Description of assessment process:**
1) What assessment methods were used to measure this outcome (i.e. pre/post test, portfolio review, etc.)?
2) How do these methods show students are learning?
3) What frequency is this outcome being measured (i.e.: each semester, yearly, every other year, etc.) and why?
4) How many students made up the sample size?

| 1) Oral presentations in Business Communications classes. |
| 2) Speaking skills |
| 3) Measured yearly with samples taken from both fall and spring semesters |
| 4) Sample size: 41 |

**Results**
What were the results of the assessment process? (List results for each method, if more than one were used.)

<table>
<thead>
<tr>
<th>% of students achieving 80% or better</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="chart.png" alt="Bar chart with percentages" /></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th>Body Language/Visual Aids</th>
<th>Voice</th>
<th>Language</th>
<th>Concepts</th>
</tr>
</thead>
<tbody>
<tr>
<td>62%</td>
<td>67%</td>
<td>52%</td>
<td>41%</td>
<td>70%</td>
</tr>
</tbody>
</table>

**What did the department learn?**
1) How did group performance compare to the benchmark?
2) How does the data compare to the previous year, if

<p>| 1) The benchmark was not met for any competency. |
| 2) The new learning outcomes this year also brought about the creation of a new, detailed and focused rubric for speaking skills. In prior assessments, speaking skill was one of several competencies measured for a presentation outcome. That outcome has been refined to focus |</p>
<table>
<thead>
<tr>
<th>applicable? 3) If multiple measures were used, how do they compare to each other?</th>
<th>directly on the competencies of speaking. Competencies in Organization, Body Language/Visual Aids, Voice, Language and Concepts were not assessed individually in the past. Therefore, the data this year cannot be compared to last year. 3) Multiple measures were not used.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student performance summary</strong> 1) Based on the findings, how does the department rate student performance in regards to this outcome (strong, weak, or neutral)? 2) How does this assessment affect plans for this coming year in terms of curricula, teaching strategies, and assessment methods?</td>
<td>1) Looking at the data without any comparison to other years, the strongest performance was in Concepts (effectively reflecting the assignment criteria), the weakest in the use of Language (grammar, enunciation, pronunciation). 3) Although the benchmarks were not met this year, the new outcomes and revised rubric provide the department with focused results. Increased opportunities for students to speak in a presentation situation will continue to be requested in all business classes. A larger sample size will be pursued for next year. Other methods to address this outcome are under consideration.</td>
</tr>
</tbody>
</table>
Part 2: Current Academic Year Assessment Plan

- Your program may wish to examine how retention differs among sections of an important course or you may choose to do an analysis of grade inflation across courses within your program/discipline. Such items aren’t truly student outcomes, but they certainly affect learning. As such, these outcomes will be classified as "Other" in the summary you create next year. (Measuring such outcomes is purely optional.)

- Two or more instruments of measuring an objective may provide greater clarity and validity, but only one is required. The department or program makes the decision. The Program Assessment committee and deans are available for consultation.

- In the past, some programs have been identified purely by prefix or in some cases by the type of section offered. Sometimes, a very limited pool of students have been available for such a program to assess, or the program lacks full-time faculty to plan, assess, and report outcomes. If your program has such difficulties, please contact either the Program Assessment committee’s chair or your School’s Program Assessment committee representative. We will work with you to find a solution.

- CTE programs with external accreditation may use the accreditation report to in addition or in lieu of these forms, please contact the Program Assessment committee representative if this format is desired. In absence of this contact, these forms are expected.

- Outcomes are to be measured annually. Exceptions are made with VPI approval for outcomes that clearly need a less (or more) frequent review.

Outcome minimums

- At least two outcomes are to be program/discipline-related.

- At least two outcomes are to be General Education in nature. One General Education outcome must be continued from the prior year to develop a historical trend. General Education outcomes need to be assessed and reported annually, regardless of the frequency of reporting for other outcomes.

- Both outcomes above are classified as "student learning" outcomes, requiring benchmarks and analysis. It is strongly recommended that you use the table provided in Part 1 of this report for this function. Definitions and examples of these outcomes are provided in Appendix A at the end of this document. Your Program Assessment committee is available to assist.

- An assessment report is requested annually. Such a report may only consist of a report on General Education outcomes and a plan summarizing where your program is in an assessment with multi-year frequency.
Current Academic Year: 2009-2010

Intended Learning Outcomes (only include if they differ from those noted in Part 1)
   Same as 2008-09

Assessment Method(s) (only include if they differ from those noted in Part 1)
   Writing Skills: Same as 2008-09 except add the assessment of papers from Introduction to Business to establish a benchmark entry point for writing skills.

Benchmarks (only include if they differ from those noted in Part 1)
   Same as 2008-09

Have you submitted a separate budget worksheet? (Choose by bolding; for information about this worksheet, please refer to the specific budgeting e-mail sent by the committee chairperson.)
   Yes  No

Please submit this report (including both last year's summary and this year's plan) in a Word document to the Program Assessment committee chairperson (Cheyne Bamford: cheyne.bamford@arapahoe.edu). If you have any questions about the process, please contact the chairperson.