Arapahoe Community College

2013-2014 Business Administration Assessment Plan Data

Learning Outcome
Communication: Demonstrate the ability to organize and present business-related information in written reports.

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
1. Individual, written assignments in 100-level and 200-level business/management courses. Utilize the Written Communication rubric which assesses the following competencies:
   - report organization
   - the use of writing tools

2. Measured annually with samples taken from summer, fall and spring semesters
3. 207 samples from 100-level and 84 samples from 200-level.

Measure 1 Sample Size:
291

Measure 1 Benchmark

1) Describe the benchmark for this measure.
80% of assessed students in 200-level courses will meet a rating of four or higher on each competency assessed on the Written Communication rubric. The difference between the 100-level and 200-level performance will be 30%.
2) What is the rationale for choosing this benchmark?

Employers expect our students to be able to write effectively.

Measure 2 Type:

Please select:

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Missed benchmark

Measure 1 Results:

[Bar chart showing % of students meeting benchmark at 100-Level and 200-Level]
Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

This year the department continued using the Written Communication rubric supplied by the college. The benchmark for the 200-level courses was met in the Support and Organization competency and was only several percentage points from meeting the benchmark for Thesis and Context and Purpose. The Grammar/Mechanics competency continues to lag behind the other competencies for the 200-level, however improvement was gained from last year.

The difference between the writing skills of the 100-level and 200-level are significant in four of the five competencies, with Support and Organization approaching the 30% benchmark.

2) How does the data compare to the previous year, if applicable?

The results show some positive changes in most competencies for both levels from last year. With additional focus on Grammar and Mechanics in all courses, a 5% positive change is noted in the 100-level and a 4% positive change is noted in the 200-level. In the last two years, this competency has increased a positive change of 13%.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

It is apparent that instructors are spending considerable time on the subject matter and will continue to develop a broader interest in writing skills. The increased percentage over the last two years on the 200-level Grammar/Mechanics competency shows a dramatic increase in the focus on this area. For next year, the department would like to continue to focus on improvement of the 200-level to meet the benchmark in all competencies, with a secondary interest in continuing the development from the 100-level to the 200-level.

Currently, this outcome is assessed in a variety of 200-level courses. These courses include many students from programs other than Business Administration. In order to make a good comparison of the learning made from 100-level to 200-level, a better assessment is needed. The current assessment does not give us a true picture of our students who have completed most of their program. A Perkins request has been submitted for a capstone class which will narrow the assessment focus to only AAS Business Administration students, who are within a semester of graduation.

Further Action:
Further Action Planned

Describe the action plan:
1. Continue department focus on writing by recommending writing assignments in every BUS/MAN/MAR/ENP course.
2. Provide writing rubric to all faculty/instructors for use in writing assignments. Rubrics will be provided to students prior to assignments.
3. If Perkins is approved, develop capstone course and deliver in Spring 2015.

Person/ Group responsible for action
Department Chair

Target Date for implementation of the action
09/01/2014

Priority
High
Describe any additional resources needed (Leave blank if no additional resources are needed.)

**Learning Outcome**
Solving Business Problems: Identify a business-related problem, consider alternatives and reach a conclusion based on logical analysis.

**Measure 1 Type:**
Direct
Rubric-graded report

**Measure 1 Description:**
1. Individual, written case studies and business papers in 200-level Business courses.
2. Utilize the Solving Business Problems rubric which assesses the following competencies:
   - business problem identification
   - alternatives
   - conclusions
3. Ability to solve business problems
4. Measured annually with samples taken from both fall and spring semesters

**Measure 1 Sample Size:**
84

**Measure 1 Benchmark**

1) Describe the benchmark for this measure.
80% of students will receive a four or higher on each competency assessed.

2) What is the rationale for choosing this benchmark?
Employers expect our students to be able to identify and solve business problems.

**Measure 2 Type:**
Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Missed benchmark

Measure 1 Results:

[Graph showing percentage of students meeting benchmark]

Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

One competency, Problem Identification met the benchmark. The other two competencies did not meet the benchmark.
2) How does the data compare to the previous year, if applicable?
This year, Problem Identification increased by 5% over last year’s results, solidly meeting the benchmark. Alternative and Analysis/Conclusion also increased significantly from last year’s scores. (up 7% and 8% respectively), but were significantly below the required benchmark.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?
Missed benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?
Students perform well in problem identification in the case study and are meeting the benchmark. Significant positive progress has been made in all competencies. However, even with more specific attention given to each of these competencies this year, the benchmark for two of the competencies needs continued focus.

Currently, this outcome is assessed in a variety of 200-level courses. These courses include many students from programs other than Business Administration. The current assessment does not give us a true picture of students who have completed most of their program. A Perkins request has been submitted for a capstone class which will narrow the assessment focus to only AAS Business Administration students, who are within a semester of graduation.

Further Action:
Further Action Planned

Describe the action plan:
1. A move to more case study analysis was undertaken last year and is showing positive results. A continued focus on this outcome with the use of more case study work will be continued.
2. If Perkins is approved, develop capstone course and deliver in Spring 2015.
Person/ Group responsible for action
Department Chair

Target Date for implementation of the action
09/01/2014

Priority
High

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome
Communication: Demonstrate professional speaking skills.

Measure 1 Type:
Direct

Other

Measure 1 Description:
1. Oral presentations in various 200-level Business classes, assessing five competencies.
2. Demonstrate speaking skills
3. Measured yearly with samples taken from both fall and spring semesters

Measure 1 Sample Size:
81

Measure 1 Benchmark

1) Describe the benchmark for this measure.
80% of students will receive a four or higher on each competency assessed.
2) What is the rationale for choosing this benchmark?

Employers expect students to have good speaking skills.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met

Met benchmark

Measure 1 Results:

![Bar chart showing percentages of students meeting benchmark]

Measure 2 Results:
1) How did unit/department performance compare to the benchmark?

The benchmark was met in Use of Visual Aids competency and within the average range of meeting the benchmark for the Concepts competency (the most important competency). Organization, Use of Voice and Use of Language continue to be the lowest performing competencies, but are showing steady improvement.

2) How does the data compare to the previous year, if applicable?

A substantial positive increase was seen in Use of Language and Concepts (6% and 5% respectively). The remaining three competency were slightly up compared to last year’s results.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Met benchmark

2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

Preparing our students to effectively speak and give presentations continues to be a challenge that receives much attention from our department. We are seeing improvement in assessment results in several of the competencies.

Currently, this outcome is assessed in a variety of 200-level courses. These courses include many students from programs other than Business Administration. In order to make a good comparison of the learning made from 100-level to 200-level, a better assessment is needed. The current assessment does not give us a true picture of our students who have completed most of their program. A Perkins request has been submitted for a capstone class which will narrow the assessment focus to only AAS Business Administration students, who are within a semester of graduation.

Further Action:

Further Action Planned
Describe the action plan:
1. Provide outline of presentation tips and teaching strategies to each faculty/instructor.
2. Continue to urge all faculty/instructors to require oral presentations in their courses.
3. If Perkins is approved, develop capstone course and deliver in Spring 2015.

Person/ Group responsible for action
Department Chair

Target Date for implementation of the action
09/01/2014

Priority
High

Describe any additional resources needed (Leave blank if no additional resources are needed.)

Learning Outcome
Mastery of Business Terms: Show mastery of relevant business terms and concepts with concepts linked to study/situation.

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
1. Individual, written assignments in 100-level and 200-level business/management courses.
2. Utilize the Mastery of Business Terms rubric which assesses the following competency:
   - the use and understanding of relevant business terms and concepts
3. Measured annually with samples taken from fall and spring semesters
4. Sample size: 207 samples from 100-level course and 84 samples from 200-level courses

Measure 1 Sample Size:
Measure 1 Benchmark

1) Describe the benchmark for this measure.
80% of assessed students will meet a rating of four or higher on the Mastery of Business Terms rubric. The difference between the 100-level and 200-level performance will be 30%.

2) What is the rationale for choosing this benchmark?
Employers expect our students to use and understand business terms and concepts.

Measure 2 Type:

Please select

Measure 2 Description:

Measure 2 Sample Size:

Measure 2 Benchmark

1) Describe the benchmark for this measure.

2) What is the rationale for choosing this benchmark?

Outcomes Met/not met
Met benchmark

Measure 1 Results:
Measure 2 Results:

1) How did unit/department performance compare to the benchmark?

The benchmark of 80% of students assessed will score four or higher was met by the 200-level courses, but not by the 100-level courses.

The benchmark required the difference between the 100-level courses and the 200-level courses be 30%. The difference is 17%. Our expectation is that as the students move through the program, their mastery of business terms would increase. This is validated by the results.

2) How does the data compare to the previous year, if applicable?

Last year 63% of the 100-level students assessed reached the benchmark, this year 66%. 200-level scores compared to last year moved from 80% to 83%. The goal was to maintain the levels from last year and that was more than achieved.

3) If multiple measures were used, how do they compare to each other?

1) Based on the findings, how does the unit/department rate performance in regards to this outcome (strong – exceeds benchmark, neutral – meets benchmark, or weak – misses benchmark)?

Met benchmark
2) How does this assessment affect plans for this coming year in terms of strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

This was the fourth year that the department looked at this outcome separately from others. For the coming year, we will assess only the 200-level, as the goal is for students to leave our program with this competency. The department will continue to focus on the study of business terms and concepts as a key portion of the curriculum. New faculty and adjuncts will be informed of the focus and asked for input for future assessments.

Currently, this outcome is assessed in a variety of 200-level courses. These courses include many students from programs other than Business Administration. The current assessment does not give us a true picture of students who have completed most of their program. A Perkins request has been submitted for a capstone class which will narrow the assessment focus to only AAS Business Administration students, who are within a semester of graduation.

Further Action:
Further Action Planned

Describe the action plan:
1) If Perkins is approved, develop capstone course and deliver in Spring 2015.
2) Assess only 200-level students.

Person/Group responsible for action
Department Chair

Target Date for implementation of the action
09/01/2014

Priority
Medium

Describe any additional resources needed (Leave blank if no additional resources are needed.)