Parameters

Assessment Plan Data for Organizations | Tk20 CampusWide

Arapahoe Community College

2014-2015

BUSINESS ADMINISTRATION

SOLVING BUSINESS PROBLEMS: IDENTIFY A BUSINESS-RELATED PROBLEM, CONSIDER ALTERNATIVES AND REACH A CONCLUSION BASED ON LOGICAL ANALYSIS.

No Data

MASTERY OF BUSINESS TERMS: SHOW MASTERY OF RELEVANT BUSINESS TERMS AND CONCEPTS WITH CONCEPTS LINKED TO STUDY/SITUATION.

<table>
<thead>
<tr>
<th>Assessment Author(s)</th>
<th>Connie Strain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 1 Type:</td>
<td>Direct</td>
</tr>
<tr>
<td></td>
<td>Rubric-graded report</td>
</tr>
<tr>
<td>Measure 1 Description:</td>
<td>Show mastery of relevant business terms and concepts with concepts linked to study/situation</td>
</tr>
<tr>
<td>Measure 1 Sample Size:</td>
<td>200</td>
</tr>
<tr>
<td>1) Describe the benchmark for this measure.</td>
<td>80% of assessed students will meet a rating of four or higher on the Mastery of Business Terms rubric. Of those students meeting a four rating or higher, the difference between a 100-level (entry level) compared to a 200-level (upper level) will be 30%.</td>
</tr>
<tr>
<td>2) What is the rationale for choosing this benchmark?</td>
<td>Employers expect our students to be able to understand business terms and concepts.</td>
</tr>
</tbody>
</table>
Please select

This Discipline Outcome was: Met benchmark

Measure 1 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. This is the major focus of this outcome and therefore the benchmark was met.

The benchmark also assessed the difference between the 100-level courses and the 200-level courses. The goal was the difference to be 30%. The difference is 20%, a 3% increase over last year. Our expectation is that as the students move through the program, their mastery of business terms would increase. This is validated by the results, although not to the level as required by the benchmark.

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

Last year 66% of 100-level students scored four or higher and 83% of 200-level students scored four or higher on the rubric. This year the scores were 64% and 84%, respectively. It is important to note that our 200-level students are consistently surpassing the benchmark. 100-level students remain about the same as last year.

The part of the outcome assessing the difference between 100-level and 200-level continues to show growth. This tells the department that students are increasing their knowledge of business terms as they continue through the program.

1) Based on the findings, how does the unit/department rate performance in regards to this Met benchmark
<table>
<thead>
<tr>
<th>Outcome</th>
<th>The outcome is considered met because 200-level students surpassed the required benchmark and improvement was seen in the difference between 100-level and 200-level student's knowledge of business terms.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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?</td>
<td>The outcome is considered met because 200-level students surpassed the required benchmark and improvement was seen in the difference between 100-level and 200-level student's knowledge of business terms.</td>
</tr>
<tr>
<td>Academic instruction will continue to be improved because these assessment results show that the department is addressing the outcome and seeing success with our upper level students. Focus on specific business terms will continue, and consequently, students leaving our program will be better prepared for the workplace.</td>
<td>Further Action: Further Action Planned</td>
</tr>
<tr>
<td>Describe the action plan:</td>
<td>Share results of assessment at department meeting with faculty and adjuncts. Share ideas for furthering the knowledge of our 200-level students in business term recognition.</td>
</tr>
<tr>
<td>Person/ Group responsible for action</td>
<td>Department</td>
</tr>
<tr>
<td>Target Date for implementation of the action</td>
<td>08/31/2015</td>
</tr>
<tr>
<td>Priority</td>
<td>Medium</td>
</tr>
</tbody>
</table>

DEMONSTRATE THE ABILITY TO ORGANIZE AND PRESENT BUSINESS-RELATED INFORMATION IN WRITTEN REPORTS

| Assessment | Connie Strain |
**Author(s)**

**Measure 1 Type:** Direct

Rubric-graded report

**Measure 1 Description:** Demonstrate the ability to organize and present business-related information in written reports.

**Measure 1 Sample Size:** 200

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 a 100-level (entry level) compared to a 200-level (upper level) will be 30%. In other words, overall 200-level students should perform significantly better in writing papers.

2) What is the rationale for choosing this benchmark?

Employers expect our students to be able to write effective business reports.

<table>
<thead>
<tr>
<th>This Discipline Outcome was:</th>
<th>Missed benchmark</th>
</tr>
</thead>
</table>

**Measure 1 Results:**

![Bar chart showing Written Communication - Thesis](chart1.png)

![Bar chart showing Written Communication - Support and Organization](chart2.png)
1) How did unit/department performance compare to the benchmark?

The benchmark required that 80% of the 200-level students would receive a four or higher rating on the rubric for organize and present business-related information in a written report. The support and organization competency met the benchmark and the remaining competencies (except Thesis) were within 5% of meeting the benchmark.
The difference between the 100-level and 200-level results met the benchmark for the Content competency and was within a few percentage points on the remaining competencies (except Thesis).

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

Although the differences between last year and this year were not significant, improvements are seen in most competencies.

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?

This is the most important outcome for our department. Writing skills are sadly lacking in many of our students when they enter our program. With instructor focus, and an excellent writing center, we have made progress as our students move through the program. There is still much room for improvement in all competencies, but a concentrated effort is being made to require more writing assignments with the use of rubrics in all of our classes.

The department plans to continue to maintain our focus on writing skills. However, we continue to assess students who are not in our program. (Students from other programs who take our classes.) We are currently working on creating a Capstone course for students in their final semester of our program. When that course is completed and offered, our assessment will change in most areas, as we will assess the Capstone students and only 100-level students in our program.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

As writing skills are high on employer's needs, our focus remains concentrated in this area. A variety of methods are utilized to stimulate student learning when given a writing assignment, including utilizing videos to present the situation and then have the students write about it. Rubrics are also utilized for feedback. These assessment results confirm that we are moving in the right direction and we continue to do so for the next year.
**Further Action:** Further Action Planned

**Describe the action plan:** Share assessment reports with faculty and adjuncts at department meeting. Continue to require writing exercises and activities in Business classes. Recommend use of rubrics for feedback on writing assignments. Continue process of creating Capstone course which will allow a better assessment overall of our program.

**Person/ Group responsible for action:** Department

**Target Date for implementation of the action:** 01/18/2016

**Priority:** High

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**FEEDBACK**

Please select

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**COMMUNICATION: DEMONSTRATE THE ABILITY TO ORGANIZE AND PRESENT BUSINESS-RELATED INFORMATION IN WRITTEN REPORTS.**

No Data

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**COMMUNICATION: DEMONSTRATE PROFESSIONAL SPEAKING SKILLS.**

<table>
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<tr>
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<tbody>
<tr>
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</tr>
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<td></td>
<td>Other</td>
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</table>

**Measure 1 Description:**

1. Oral presentations in various 200-level Business classes, assessing five competencies.
2. Competencies include organization, use of body and visuals, use of voice, use of language, concepts

**Measure 1 Sample Size:** 75

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

Employers expect students to have good speaking skills including presentation experience.
choosing this benchmark?

Please select

This Learning Outcome was: Missed benchmark

Measure 1 Results:

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

The benchmark was met in Use of Visual Aids competency and the Concepts competency. Organization, Use of Voice and Use of Language continue to be the lowest performing competencies, falling below the benchmark.

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

Use of Visual Aids increased several percentage points over last year. Concepts met the benchmark this year, and it did not last year. The three remaining competencies remained around the same level as last year.

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

This outcome met the benchmark on two of the competencies and missed it on three of the competencies, so it is deemed missed for the outcome. However, we continue to see positive movement in Use of Visual Aids and Concepts. This can be attributed to the push to require oral presentations.
strategic planning, budget planning, administrative and educational support unit planning, and assessment planning?

in every face-to-face course. Although the other three competencies have not seen much change from last year, focus is being given to each of them in respective classes.

The Department believes that this is a very important outcome for our students and intend to continue to press for more presentations in the classroom. With technology becoming easier and more available, and with the popularity of online classes in our department, consideration is being given to require online students to present remotely. This idea will be explored in the coming year. Assessment results will be shared with all faculty and adjuncts at the department meeting.

This outcome will be continued next year.

3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?

Obtaining presentation skills is an important learning outcome for our students. Employers expect their employees to be able to present material professionally and effectively. This outcome addresses this need for students. In addition, academic instruction is enhanced for both the student and the faculty.

Further Action: Further Action Planned

Describe the action plan: Explore the possibility of adding some type of presentation to one or more online courses in the Business Department.

Person/ Group responsible for action: Department Faculty

Target Date for implementation of the action: 01/18/2016

Priority: Medium
**Description:**
Utilize the Solving Business Problems rubric which assesses the following competencies:

- business problem identification
- alternatives
- conclusions

**Measure 1**

**Sample Size:**
65

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 solve business problems in the workplace.

Please select

**This Learning Outcome was:**
Missed benchmark

**Measure 1 Results:**

<table>
<thead>
<tr>
<th>Competency</th>
<th>% Meeting Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Identification</td>
<td>86%</td>
</tr>
<tr>
<td>Alternatives</td>
<td>54%</td>
</tr>
<tr>
<td>Analysis/Conclusions</td>
<td>47%</td>
</tr>
</tbody>
</table>

1) How did unit/department performance compare to the benchmark?
One competency, Problem Identification surpassed the benchmark. The other two competencies did not meet the benchmark, but showed significant improvement from last year.

2) How does the data compare to the previous year, if applicable?
This year, Problem identification increased by 5% over last year’s results, surpassing the benchmark by 6%. Alternative and Analysis/Conclusion also increased significantly from last year’s scores. (up 2% and 3% respectively). There has been a steady increase in the scores over the last several years.
<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
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</thead>
<tbody>
<tr>
<td>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)?</td>
<td>Missed benchmark</td>
</tr>
<tr>
<td>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?</td>
<td>Students continue to perform well in problem identification in the case study and are exceeding the benchmark. This can be attributed to continued focus on utilizing case studies. Significant positive progress has been made in all competencies. However, even with more specific attention given to each of these competencies this year, the overall benchmark is not met for each competency. Next year, faculty will increase the focus on case studies and highlight more exercises and activities that address the other two competencies. The assessment will be shared with faculty and adjunct instructors at department meeting.</td>
</tr>
<tr>
<td>3) How will your assessment results enable you to improve institutional processes or academic instruction in order to support, facilitate and/or stimulate student learning?</td>
<td>Understanding how to solve business problems by utilizing cases studies, stimulates student learning. By focusing our activities on analysis and alternatives, better results in this outcome should be obtained.</td>
</tr>
<tr>
<td>Further Action:</td>
<td>Further Action Planned</td>
</tr>
<tr>
<td>Describe the action plan:</td>
<td>Discuss with faculty and adjunct the continued use of case studies in specific assessed courses Share ideas for activities that address the lower competencies Implement more activities to increase the results in those competencies.</td>
</tr>
<tr>
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<td>implementation of the action</td>
<td>Priority</td>
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Close