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

Assessment Author(s)
Connie Strain

Measure 1 Type:
Direct

Rubric-graded report

Measure 1 Description:
Show mastery of relevant business terms and concepts with concepts linked to study/situation

Measure 1 Sample Size:
250

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. 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%.

2) What is the rationale for choosing this benchmark?

Employers expect our students to have a mastery of business terms and concepts.

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 is met by the 200-level assessment. This shows that our 200-level students can master basic, relevant business terms when linked to a case study/situation. This is the most important part of the assessment. 51% of 100-Level students met the four or higher benchmark, which is consistent with previous assessments and indicates an expected lack of mastery at the introduction level of business.

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

The difference between the 100-level and 200-level is 31%, which is an increase of 4% from last year. Our expectation is that, as the student moves through the program, their mastery of terms would increase. This continues to be validated by the results.
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?

We have utilized this assessment for a number of years and do not see great changes in the year to year results. Within the next year, we plan to utilize some testing from our Capstone course for this outcome.

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?

- Share results of assessment at department meetings with faculty and adjuncts.
- Share results of assessment with Business Advisory Committee.
- Continue development of new capstone course to provide relevant assessment results.

Further Action:

Further Action Planned

Describe the action plan:

Change the next assessment plan to incorporate the Capstone results from pre and post tests.

Person/ Group responsible for action

Business Department

Target Date for implementation of the action

08/15/2017

Priority

Medium
Discipline Outcome

Demonstrate the ability to organize and present business-related information in written reports

Assessment Author(s)

Connie Strain

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:

250

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.

This discipline outcome was

Missed benchmark

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

The benchmark requires that 80% of the 200-level students receive a four or higher rating on the rubric for organize and present business-related information in a written report. For the 200-level, Organization competency met the benchmark. Content, Analysis, and Documentation are in the high 70’s. Information seeking is at 72%. Because only one of the five competencies met the 80%, this benchmark was not met for the 200-level.

The difference between the 100-level and 200-level results were within 1-2% of the benchmark for Organization, Content and Analysis competencies.

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

This year, we revised the rubric to better reflect the competencies of our program. Although similarities between the competencies from last year and this year exist, it is not significant enough that we can make any definitive statements about the changes from year to year. We do know from all assessment results over the last few years that our students struggle with finding the correct information, evaluating that information for usage and documenting those resources. Strengths include organization of reports and content.

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?

The assessment process continues to challenge the department as many of the students in the classes we are assessing are not in our program. This semester, the department continues to test a new course, which is a capstone for graduating Business students. The goal of the new course is to offer Business students, in their final semester, a capstone course which demonstrates to the students and to the department the valuable workplace skills that have been attained during the pursuit of the degree. This is an ongoing process as we receive feedback from students regarding the new course. Once the finalized course is offered, the Business department will have clear measurement of the degree’s impact on students, creating a better vehicle for Program assessment of this outcome.

As we continue to work on creating a better assessment vehicle, we will proceed with this assessment next year, along with some assessments from the Capstone course.
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?

Share results of assessment at department meetings with faculty, adjuncts and Business Advisory Committee.

Further Action:

Describe the action plan:

Our assessment results are one of the driving forces that led us to the creation of the new capstone course. The department's goal is to see students exit the course with a strong sense of workplace value. Students will solidify knowledge through application, while allowing the department to accurately assess the program. By creating the capstone course, the department has:

- Advanced new instructional delivery methodologies through resources and training.
- Created innovative student learning spaces.
- Researched and employed current and emerging student support services, resources, activities, and methods of delivery and accessibility.

The Business department is presently doing two things to establish future measurement. First is administering a test in the Capstone class that compares finishing students to starting students. The first output from this measure will be available following Spring 2017. The simulations software will have heightened the graduating student's memories and applications of these skills. The Business department plans to track and evaluate student results in the simulation semester over semester and through ad hoc comments with the software provider. We will continue to develop this course for use in assessment.

Creation of a pre and post test for business students is in the development stage and will be incorporate next year.

Person/ Group responsible for action

Business Department

Target Date for implementation of the action

08/14/2017

Priority

Medium

Learning Outcome

Communication: Demonstrate professional speaking skills.
Assessment Author(s)
Connie Strain

Measure 1 Type:
Direct

Oral examination

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:
60

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 oral communication and presentation skills.

This learning outcome was
Missed benchmark

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

This assessment shows that students continue to surpass the benchmark in the competencies of Use of Visual Aids and Concepts. Students have a good understanding of presentation software and are knowledgeable about the concepts they are presenting. As in past years, our students struggle with organization, use of voice and use of language and do not meet the benchmark in these competencies.

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

All competencies showed slight increases over last year. Organization, Use of Visual Aids, Use of Voice Use of Language and Concepts increased by 1%, 2%, 3%, 2% and 2% respectively.

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?

The department will continue to assess oral communication skills. Providing students with multiple opportunities to speak in front of a group is a primary focus for the department. Assessment measurement will remain the same in the coming 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?

Share results of assessment at department meetings with faculty and adjuncts. Share results with Business Advisory Committee. Continue to pursue the possibility of incorporating online presentations in online courses.

Further Action:
Further Action Unnecessary

Learning Outcome

Information Management: Solving Business Problems: Identify a business-related problem, consider alternatives and reach a solution based on critical analysis.

Assessment Author(s)
Connie Strain

Measure 1 Type:
Direct

Capstone project

Measure 1 Description:
Utilize the Marketplace Live simulation which assesses the following competencies:
- business problem identification
- alternatives
- solutions

Measure 1 Sample Size:
1) Describe the benchmark for this measure.

Student scores in the Capstone course will be equivalent to the benchmark for the national average scores for finishing community college students utilizing the same simulation.

2) What is the rationale for choosing this benchmark?

Employers expect our business students to solve business problems.

This learning outcome was

Missed benchmark

Measure 1 Results:

This assessment was completed on the first semester that the Capstone class was offered. Results from ten other colleges utilizing the same software showed that our students scored lower, on average, than the other colleges on the cumulative balanced scorecard.

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

The initial class with this new software fell below other college students.

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

This is the first semester this software has been used, and it is a new measure. There is no prior data.

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?

The simulation measure will continue to be used so that benchmarks and expectations can be established after at least two full semesters of use.

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?

Anecdotally, students remark about how they enjoy using skills in a single situation rather than separate classes. They feel that they can see how their prior separate classes might apply to the work world.

Results will be shared with department and Business Advisory Committee.

Further Action:

Further Action Planned

Describe the action plan:

Now that a simulation software has been selected, after a couple of separate trials, assessment benchmarks needs to be more firmly established. A prior vendor had databases for national comparison, but that software was not well suited to a community college environment. The current software, the going forward version, has the right level of engagement, difficulty and skill use, but national comparison is not possible. This company does that work via a proctored exam and will not release it for use in the non-proctored world of ACC online students.

The Business department is presently doing two things to establish future measurement. First is administering a test in this class that compares finishing students to starting students. The first output from this measure will be available following Spring 2017. The simulations software will have heightened the graduating student’s memories and applications of these skills. The Business department plans to track and evaluate student results in the simulation semester over semester and through ad hoc comments with the software provider.

Person/ Group responsible for action

Business Department

Target Date for implementation of the action

08/14/2017

Priority

Medium