

PROGRAM ASSESSMENT REPORT

I. Background Information

1. Program Assessed

Program name: Core Business Certificate

Program code: CTBCS

Division: BCT

Department: BUS

Type of Award: A.A. A.S. A.A.S.
 Cert. Adv. Cert. Post-Assoc. Cert. Cert. of Completion

2. Semester assessment was administered (check one):

- Fall 20_____
- Winter 2017
- Spring/Summer 20_____

3. Assessment tool(s) used (check all that apply):

Portfolio
 Standardized test – **Multiple-choice exams assessing course-specific learning outcomes were administered in each of the six business transfer courses: ACC 111, ACC 122, BMG 111, BMG 140, BMG 207, and BMG 265.**

- Other external certification/licensure exam (please describe): _____
- Graduate Survey
- Employer Survey
- Advisory Committee Survey
- Transfer follow-up
- Externally evaluated performance or exhibit
- Externally evaluation of job performance (internship, co-op, placement, other)
- Capstone experience (please describe):
- Other (please describe):

4. Have any of these tools been used before?

- Yes (if yes, identify which tool)
- No – **Not these specific exams.**

If yes, has this tool been altered since its last administration? If so, briefly describe changes made.

5. Indicate the number of students assessed/total number of students enrolled in the course.

Transfer Course	Students assessed
ACC 111	141
ACC 122	114
BMG 111	202
BMG 140	206
BMG 207	179
BMG 265	141
Total students	983

6. Describe how students were selected for the assessment.

a. Describe your sampling method. **Almost all Winter 2017 students enrolled in the six business-transfer courses were assessed, except for section 4 of ACC 122 because an instructor forgot to assign assessment questions and two late-start BMG 140 sections due to their late roll-outs.**

b. Describe the population assessed (e.g. graduating students, alumni, entering students, continuing students)? **Entering and continuing students.**

Reviewed by AC 3/15/18

PROGRAM ASSESSMENT REPORT

II. Results

1. If applicable, briefly describe the changes that were implemented in the program as a result of the previous assessment. **Not applicable.**
2. State each outcome (verbatim) from the Program Assessment Planning or Program Proposal form for the program that was assessed.

Transfer Course	Learning Outcome
ACC 111	Evaluate financial accounting information to assess a company's performance.
ACC 122	Apply managerial cost concepts to business situations.
BMG 111	Determine whether a valid contract has been formed in common negotiation situations.
BMG 140	Identify the functions of business and how they work together to meet organizational goals.
BMG 207	Recognize the characteristics of clear, concise, and useful business messages.
BMG 265	Apply basic statistical techniques to business problems.

3. Briefly describe assessment results based on data collected during the program assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. **Please attach a summary of the data collected (as a separate document).**

Transfer Course	Assessment Result Descriptions
ACC 111	More than 70% of students assessed correctly answered 21 of 25 multiple-choice questions. This was above expectations. Overall, 80% was the average assessment score, which was above expectations.
ACC 122	More than 70% of students assessed correctly answered 21 of 25 multiple-choice questions. This was above expectations. Overall, 84% was the average assessment score, which was above expectations.
BMG 111	More than 70% of students assessed correctly answered 11 of 20 multiple-choice questions. Overall, 76% was the average assessment score, which was slightly above expectations.
BMG 140	More than 70% of students assessed correctly answered 13 of 20 multiple-choice questions. Overall, 76% was the average assessment score, which was slightly above expectations.
BMG 207	More than 70% of students assessed correctly answered 20 of the 25 questions. Overall, 82% was the average assessment score, which was above expectations.
BMG 265	More than 70% of students assessed correctly answered 5 of 9 multiple-choice questions. Overall, 70% was the average assessment score, which met expectations.

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. **Please attach the rubric/scoring guide used for the assessment (as a separate document).**
– No rubric/scoring guide attached since the basic multiple-choice assessments were administered via Blackboard and Scantron.

Transfer Course	Standard of Success	% of Successful Students
ACC 111	70% of students will achieve a minimum of 70% for the learning outcome.	80% of ACC 111 students achieved a minimum of 70% for the learning outcome.
ACC 122	70% of students will achieve a minimum of 70% for the learning outcome.	84% of ACC 122 students achieved a minimum of 70% for the learning outcome.
BMG 111	70% of students will achieve a minimum of 70% for the learning outcome.	76% of BMG 111 students achieved a minimum of 70% for the learning outcome.
BMG 140	70% of students will achieve a minimum of 70% for the learning outcome.	76% of BMG 140 students achieved a minimum of 70% for the learning outcome.
BMG 207	70% of students will achieve a minimum of 70% for the learning outcome.	82% of the BMG 207 students achieved a minimum of 70% or better for the learning outcome.
BMG 265	70% of students will achieve a minimum of 70% for the learning outcome.	70% of BMG 265 students achieved a minimum of 70% for the learning outcome.

PROGRAM ASSESSMENT REPORT

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.

Transfer Course	Strengths	Weaknesses
ACC 111	The students' performance in the ACC 111 portion of the learning outcome.	The students' performance in the questions related to time-interest earned and asset-turnover ratios.
ACC 122	The majority of students correctly answered the majority of questions relating to managerial accounting material covered. There was no specific area that students clearly did not understand.	The missed questions included identifying fixed and variable costs, the order of budget preparation, types of investment decision tools, and movement of costs in a job-order system. There were other questions on these topics that more than 70% of students answered correctly.
BMG 111	This learning outcome was recently added to the course; thus, a 76% average score is acceptable since the instructors were adapting their teaching to emphasize this outcome for the first time in Winter 2017.	No one concept stands out as having been insufficiently taught. The exam questions could use some adjusting. Two of the missed questions had incorrect answer rates below 50%, whereas the remaining missed questions had much higher rates. These two questions appear to be poorly-written outliers.
BMG 140	The assessed learning outcome is broad and touches on aspects of almost every course unit. Therefore, a 76% average student performance is encouraging for the most part, especially considering this is a high-enrollment course that is mainly taught by multiple part-time instructors.	Even though the questions hit on almost every course unit, some basic observations can be deduced. The success rates were under 70% for all questions related to organizational communication and human-resources management. This suggests these areas need more emphasis in class.
BMG 207	Students did well on questions related to applying the process for creating business messages in routine correspondence, reports, resumes, and formal business presentations (84% scored 70% or better). They also did well on questions related to applying the strategies for creating specific types of business messages including positive/neutral, negative, and persuasive communications (86% scored 70% or better).	Students struggled with questions related to applying the principles of the communication process to analyze, diagnose and improve business messages within a variety of business situations found in the global marketplace. Only 72% of students scored 70% or better, missing the 75% target.
BMG 265	Students performed well in descriptive statistics, finding probabilities empirically, using binomial and normal distributions, and constructing confidence intervals and correlation.	Students struggled with inference, regression, and drawing correct conclusions from data. The success rates were below 70% for questions on chi-square test of goodness of fit to the normal distribution, as well as testing the significance of a regression equation and interpreting the confidence interval for the slope of a regression equation.

PROGRAM ASSESSMENT REPORT

III. Changes influenced by assessment results

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses.

Transfer Course	Actions to be Taken
ACC 111	Since the ratios on times interest earned and asset turnover were the main areas where students need to improve, questions will be added to the course in these areas.
ACC 122	Since the questions missed were over a variety of topics, additional questions on every topic will be added to the course in quizzes or group activities.
BMG 111	Two poorly written assessment questions will be revised to better assess students' understanding of the material. Proceeding the assessment, an instructional video and a more detailed set of PowerPoint slides for this learning outcome were added to the course. These actions should help improve understanding.
BMG 140	When the course is redeveloped in 2018, new active-learning activities for all course-delivery modes will be added to the management unit, which includes organizational communication and human-resources management.
BMG 207	It is time for an overhaul of this course to update the content and provide consistency among all modes – F2F, blended, and online. To do this, the lead instructor has invited all full-time and part-time instructors who teach this course to be involved in designing the new course using OERs. The first meeting was held during Fall 2017 in-service. The second is scheduled for December 2017. The goal is to have master course sites for F2F, blended, and online that mirror each other by the Fall 2018 semester.
BMG 265	More focus will be placed on problems and examples that require interpretation of results. Additional course materials are being developed for both face-to-face and online sections to facilitate the use of Excel for calculations, so that more emphasis can be placed on inference and interpretation. In addition, the course syllabus has subsequently been revised to match university partners' changes to Business Statistics as part of their efforts to improve student success.

2. Identify any other intended changes that will be instituted based on results of this assessment activity (check all that apply). Describe changes and give rationale for change.
 - a. Outcomes/assessments from Program Assessment Planning or Program Proposal form:
 - b. Program Curriculum:
 - course sequencing
 - course deletion
 - course addition
 - changes to existing program courses (specify): **The distance-learning BMG 140 course is set for redevelopment in 2018. The assessment results will inform changes to all course-delivery modes. New active-learning activities, in particular, will be added to address the observable weaknesses from the assessment.**
 - other (specify):
 - c. Other (specify):

3. What is the timeline for implementing these actions? **Mid to late 2018.**

IV. Future plans

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this program. **In assessing six courses at once, it is important to produce an actionable snapshot of the overall program and to leave more detailed multiple-outcome assessments to individual course assessment work. The assessment tools were largely effective because they were simple to administer and focused on one learning outcome per course.**
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
3. Which outcomes from Program Assessment Planning or Program Proposal form have been addressed in this report?

PROGRAM ASSESSMENT REPORT

All X Selected _____
If "All", provide the report date for the next full review: **2021**.
If "Selected", provide the report date for remaining outcomes: _____.

Submitted by:

Name:	<u>Cheryl S. Byrnes</u>	Date:	<u>Feb. 5, 2018</u>
	<small>Print/Signature</small>		
Department Chair:	<u>[Signature]</u>	Date:	<u>2/6/18</u>
	<small>Print/Signature</small>		
Dean:	<u>[Signature]</u>	Date:	<u>2-8-18</u>
	<small>Print/Signature</small>		

Please return completed form to the Office of Curriculum & Assessment, SC 257.