

**School of Commerce and Technology**

Assessment Summaries

*Academic Years:*

*2010 – 2014*

**Assessment of Student Learning**

Through on-going evaluation of students’ academic achievement, the College ensures that it continues to meet its mission of providing students with a quality education, empowering them to reach their career potential and individual goals, and providing a vital human resource to the community. Assessment takes place in a variety of ways and settings, including the classroom. Following is a report of the assessment of student learning that occurred in the School of Commerce and Technology from 2010 – 2014.

**Business Administration**

Program Goal 1

Demonstrate knowledge of the common professional components of the business environment

Intended Learning Outcomes

A) Identify and recognize the advantages and disadvantages of the three types of business organizations: sole proprietorship, partnership, and corporation.

B) Classify and illustrate the basic components of the business environment: economic principles, marketing strategies, financial tactics, accounting, information management systems, and management theories / functions.

**Measurements and Benchmarks**

1. Students conduct research, record their findings in a report format according to MLA guidelines, and disseminate their findings orally in the Introduction to Business (BUSN 100) course.

Benchmark: 80 percent of the students will achieve a 76 percent or higher proficiency

1. Students conduct research, record their findings in a report format according to MLA guidelines, and disseminate their findings orally in the Microeconomics (BUSN 131) course.

Benchmark: 80 percent of the students will achieve a 76 percent or higher proficiency

**Results, Conclusions, and Recommendations**

2011 – 2012

1. BUSN 100 benchmark approximately met: 72 percent of students met the goal

The department concluded that most students in the first business course have not yet taken general education courses in effective speaking and writing composition and therefore may not have the skill set to perform to the benchmark. Therefore, the assessment will be modified to focus on knowledge and skills students gain within the introduction to business course. The assessment activity will be redesigned so that students will create a preliminary business plan and orally present their findings. A new textbook and adaptive learning software will be introduced as well.

1. BUSN 131 benchmark exceeded: 92 percent of students met the goal

The department will increase benchmark to from 80 percent to 82 percent or higher proficiency. Additionally, the department will assimilate the general education’s speech evaluation rubric with updates to reflect presentations conducted in business audiences.

2012 – 2013

1. BUSN 100 benchmark not quite accomplished: 56 percent of students met the goal

Faculty concluded that the assessment activity is not conducive for introductory business students. The adaptive software and new textbook adoption did not adequately prepare students for this assessment goal. The business research assignment will be reintroduced using the same textbook with adaptive learning software as a supplemental learning tool. Departmental rubrics will also be created specifically for business presentations and research papers.

1. BUSN 131 benchmark accomplished: 83 percent of students met the goal

Faculty conclude that students are being better prepared to successfully research and present topics. This learning outcome will continue to be assesses for the next academic year.

2013 – 2014

1. BUSN 100 benchmark generally met: 72 percent of students met the goal

The percentage of students meeting the goal increased from 56 percent in 2012 – 2013 to 72 percent in 2013 – 2014. Faculty concluded the modification in the assessment activity was a positive change making the assignment more appropriate for students in an introductory business course. The department will continue to assess this goal.

1. BUSN 131 benchmark surpassed: 95 percent of students met the goal

Students are well prepared in upper level business courses to research and present topics. The department will continue to assess this goal.

**Summary**

Program Goal 2

Recognize and apply clear oral, written, and electronic communication when making professional business decisions.

Intended Learning Outcome

Propose and analyze outcomes in business scenarios.

**Measurement and Benchmark**

Students will conduct research, record their findings in a report format according to MLA guidelines, and disseminate their findings orally in the Business Management (BUSN 120) course. The benchmark is that 100 percent of the students to score 86 percent or higher on research project and oral presentation using a departmental rubric for oral presentations.

**Results, Conclusions, and Recommendations**

2010 – 2011

Benchmark virtually met, 98% achieved the standard.

The department will assimilate the general education department’s speech evaluation rubric with revisions appropriate for presentations made to business audiences. Expectations will also be modified to reflect 80 percent of all students will earn a score of 86 precent or higher.

2011 – 2012

Benchmark surpassed: 94 percent of students met the goal

The learning outcome will be changed to read “Analyze current and past business scenarios and provide possible solutions”.

2012 – 2013

Benchmark exceeded: 88 percent of students met the goal

The department will continue to assess this course for the remainder of the academic year.

2013 – 2014

Benchmark not quite met: 62 percent of students achieved the standard.

The department will continue to assess this for the remainder of the year.

**Summary**

**Executive Accounting**

Program Goal 1

Distinguish and reproduce the fundamental concepts of accounting

Intended Learning Outcome

Identify business income and prepare financial statements while completing the accounting cycle.

**Measurement and Benchmark**

The assessment is standardized across the program and includes an embedded question in a classroom activity in Financial Accounting I (ACCT 110), Financial Accounting II (ACCT 120), and Financial Accounting III (ACCT 130). A comparison between online and ground campus departmental activity will also be assessed. The benchmark is that 80 percent of students will demonstrate a 76 percent or higher proficiency.

**Results, Conclusions, and Recommendations**

2011 – 2012

ACCT 110 – benchmark met: 80 percent of students met the goal

ACCT 120 – benchmark not quite met: 50 of students met the goal

ACCT 130 – benchmark exceeded: 82 percent of students met the goal

Online and ground comparison data not collected. Collection of online assessment data was delayed due to the combining of Virtual and On-line courses to the Moodle platform. All assessment rubric and tools will be passed on to the SME to be embedded in our Moodle Rooms system for online courses. In addition, the faculty will re-evaluate Question 5 for each course to ensure students’ understanding and comprehension. These questions will be inserted into on-line courses to make a comparison of students’ scores for 2011-2012 academic years.

2011 – 2012

ACCT 110 – benchmark not quite met: 51 percent of students met the goal

ACCT 120 – benchmark not met: 32 percent of students met the goal

ACCT 130 – benchmark fulfilled: 63 percent of students met the goal

The faculty will redesign the assessment tool to incorporate simulation technology that is coupled with the textbook. All assessment activities will be integrated into the APLIA Software Management system for instant review of results by student and faculty. Course set up will be discussed with faculty during in service meetings. Faculty will discuss assessment results with student in each class on the first day of class and during midterm and finals week. Program directors will be responsible for review of APLIA and WebAdviser course set up each quarter to ensure consistency and reliability of results.

Online and ground comparison data not collected. On-line course development was not completed by the end of the academic year for the assessed accounting courses. As planned, all assessment rubrics and tools will be embedded in our Moodle Rooms system for online courses.

2012 – 2013

ACCT 110 – benchmark fulfilled: 70 percent of students met the goal

ACCT 120 - benchmark surpassed: 91 percent of students met the goal

ACCT 130 – benchmark surpassed: 80 percent of students met the goal

Faculty will revise the assessment activity for the 2013 – 2014 plan and the program director will be responsible for review of APLIA and Web Adviser course set up each quarter to ensure consistency and reliability of results. Assessment activity will include a comparison between online and ground courses for the upcoming academic year.

2013 – 2014

Classroom Assessment

ACCT 110 – benchmark nearly met: 66 percent of students met the goal

ACCT 120 – benchmark exceeded: 91 percent of students met the goal

ACCT 130 – benchmark fulfilled: 80 percent of students met the goal

Online Assessment

ACCT 110 – benchmark exceeded: 92 percent of students met the goal

ACCT 120 – benchmark exceeded: 89 percent of students met the goal

ACCT 130 – benchmark fulfilled: 80 percent of students achieved the standard.

The simulation software has proven a valuable asset to student learning. The simulation assessment activity will continue. The comparison between classroom and online activities will continue to be assessed for the upcoming the academic year.

**Summary**

Program Goal 2

Apply critical thinking to analyze and assess ethical issues within the accounting profession

Intended Learning Outcome

Understand the nature of business ethics and debate the impact of ethical responsibilities.

**Measurement and Benchmark**

The assessment is standardized across the program and includes a departmental classroom activity in Financial Accounting I (ACCT 110), Financial Accounting II (ACCT 120), and Financial Accounting III (ACCT 130) related to business ethics and at a level appropriate to the course. The benchmark is that 90 percent of students will demonstrate a 76 percent or higher proficiency.

**Results, Conclusions, and Recommendations**

2011 – 2012

ACCT 110 – benchmark nearly fulfilled: 88 percent of students met the goal

ACCT 120 – benchmark nearly fulfilled: 83 percent of students met the goal

ACCT 130 – benchmark generally met: 89 percent of students met the goal

The department nearly accomplished the goal of 90 percent in all three courses. The department will continue using the assessment will enhance the evaluation and collection of data with technology. The department will implement APLIA, a homework software simulation management system which will be used for collection and grading of special activities. The program director will view course evaluation set up in Web Adviser to ensure assessment activities are included with the grading scale. Faculty anticipate the implementation of the software will engage students with robust feedback provided instantly so students can fully discuss and understand the role of ethics in accounting and business.

2011 – 2012

ACCT 110 – benchmark not quite met: 72 percent of students met the goal

ACCT 120 – benchmark not quite met: 79 percent of students met the goal

ACCT 130 – benchmark exceeded: 93 percent of students met the goal

The departmental expectation of 90 percent of students demonstrating 76 percent or higher proficiency was not accomplished in ACCT 110 and ACCT 120. Over the next year, all assessment activities will be integrated into the APLIA Software Management system for instant review of results by students and faculty. Course set up will be discussed with faculty during in service meetings. Faculty will discuss assessment results with students in each class on the first day of the class and during midterm and finals week. The program director will be responsible for review of APLIA and Web Adviser course set up each quarter to ensure consistency and reliability of results.

2012 – 2013

ACCT 110 – benchmark exceeded: 96 percent of students met the goal

ACCT 120 – benchmark nearly met: 81 percent of students met the goal

ACCT 130 – benchmark nearly met: 85 percent of students met the goal

Faculty will revisit each assessment tool and rubric to determine what, if any, revisions are indicated which will be incorporated in the 2013-2014 assessment plan. The program director will continue to review APLIA and Web Adviser course set up each quarter to ensure consistency and reliability of results.

2013 – 2014

ACCT 110 – benchmark exceeded: 100 percent of students met the goal

ACCT 120 – benchmark nearly fulfilled: 89 percent of students met the goal

ACCT 130 – benchmark exceeded: 93 percent of students met the goal

The results were gratifying. Faculty will continue to assess this intended learning outcome for future assessments.

**Summary**