

## ACBSP Accreditation Assessment Information

### Program of Study Assessment Semester Activities

Spring 2013

#### **ACCOUNTING 2016 PROGRAM OF STUDY**

##### Assessment Progress:

- Artifacts for the ACCT 200 – Intermediate Accounting I course were evaluated from the Fall, 2012. 14/115 (93%) of students passed the final exam with a 70% or better. Four questions were identified with more than 50% of students getting the question incorrect. Findings have been reported to the Instructor and modifications will be made to the final exam and to the instructional methods related to the question topics for the upcoming Fall, 2013 semester.
- Artifacts related to the ACCT 201 – Intermediate Accounting II course have been collected for the Spring, 2013 semester. Likewise, artifacts related to the ACCT 250 – Auditing course have been collected for the Spring, 2013 semester.

##### Assessment Plans:

- With regards to the assessment of the Fall, 2013, ACCT 200 – Intermediate Accounting I course, the findings of the assessment have been communicated to the Instructor of this course, and modifications will be made to the final exam and to the instructional methods related to the question topics for the upcoming Fall, 2013 semester.
- Artifacts for the ACCT 201 – Intermediate Accounting II and ACCT 250 – Auditing courses will be evaluated by the end of June, 2013 and findings will be presented to the Instructors of these courses with recommendations based on the outcomes assessment.

##### Teaching and Learning Improvement Progress:

- Based on the outcomes assessment from Fall, 2012, the final exam for ACCT 200 was modified for the Fall, 2013. Based on the evaluation of the overall student performance and the individual question assessment, students performed significantly better in Fall, 2013. This appears to be attributed to the modification of the instructional methods employed in presenting the topical material for this course as well as revising the final exam for questions which were routinely answered incorrectly by more than 50% of the student population. This same process will be employed in the current evaluation to improve student performance for Fall, 2013.

##### Teaching and Learning Improvement Plans:

- Instructor will continue to address the problematic areas as identified in the evaluation of the final exam assessment through improved instructional methods as well as revisions to the final exam annually.

#### **BUSINESS ADMINISTRATION TRANSFER 1009 PROGRAM OF STUDY**

Assessment Progress: The ‘Program Learning Goal’ assessed was: “Research and apply business problem solving and decision making in the context of the larger social and economic environment.” The ‘Case Analysis’ assignment assigned during the fall 2012 semester was collected, scored, analyzed, and yielded the following results: While the benchmark for the assignment was set at 90%, 88% of the students correctly employed the ‘Problem Solving-Decision Making Model’ to analyze the assigned case. The 2% that failed to meet the benchmark demonstrated difficulty in recognizing the difference between the cause of a problem, and a symptom associated with a problem.

- A slight improvement, (86% to 88%), was detected from the assessment period of 2011-2012, to the assessment period of 2012-2013.

Assessment Plans: The plan deployed in January of 2013, for the spring semester, called for additional instructional time to be devoted to the ‘Problem Solving-Decision Making Model’, accompanied by an in-class group exercise to practice using the model with instructor critique.

- Students will be assessed in the fall 2013 semester, in order to determine the impact of the plan deployed during the spring 2013 semester.

Teaching and Learning Improvement Progress: The analysis of the ‘Case Assignment’ artifacts has revealed specific areas that are being addressed, to improve student learning. Specific assignments deployed during the fall 2013 semester will yield data to determine if student learning has improved.

- ‘Case Assignment’ artifacts analyzed should reveal opportunities for teaching and learning improvement.

Teaching and Learning Improvement Plans: The next ‘Program Learning Goal’ that will be assessed will be to: ‘Employ tools and skills necessary to solve business and organizational problems’. An appropriate ‘Case Assignment’ is being developed for deployment in classes to be taught during fall 2013 semester.

- A ‘Case Assignment’ developed and deployed during the fall 2013 semester; to address an additional ‘Program Learning Goal’.

### **MANAGEMENT/MARKETING: GENERAL EMPHASIS 2015 PROGRAM OF STUDY**

Assessment Progress: The ‘Program Learning Goal’ assessed was: “Create written reports on job-related problems”, as linked to the ‘Relevant Course Goal’, “Utilize their academic experience and career objectives in a related field in a way that supports their on-the-job experience.” The course, MGMT 280 Co-Op Education: Management or MKTG 280 Co-Op Education: Marketing are used to assess this program. Students are required to submit an ‘Employment Experience Log Book, Written Project, and an Employer Evaluation for course grading. The ‘Written Project’ was deployed as the assessment instrument for the fall 2012 semester, with the following results as reported: The benchmark set for the written assignment was 90% or better, with an average score earned of 87%. The analysis of the artifacts revealed that students that scored lower on the assignment, demonstrated difficulty in properly citing outside resources.

- The deployment of a ‘Written Project’ linked to program, and course goal, and the analysis of the results.

Assessment Plans: The February Management/Marketing Area meeting included faculty discussion, (as noted in the meeting minutes), concerning options available to improve the average student score. The option selected was to develop a library ‘Lib Guide’ that students would be encouraged to use in writing the assignment.

- Students will be assessed in the fall 2013 semester, in order to determine the impact on the scores earned by students.

Teaching and Learning Improvement Progress: The analysis of the ‘Written Project’ artifacts has revealed the need for faculty to devote a greater amount of instructional time to making students aware of the instructional resources available.

- The ‘Written Project’ artifacts collected and analyzed in the fall 2013 semester may reveal further opportunities for teaching and learning improvement.

Teaching and Learning Improvement Plans: The next ‘Program Learning Goal’ that will be assessed will be to: “Read and interpret business periodical, and technical reports”. The ‘Written Project’ will be the ‘assessment tool’ deployed in fall 2013 semester.

- The ‘Written Project’ will be used during the fall 2013 semester to address an additional ‘Program Learning Goal’.

### **MANAGEMENT/MARKETING: RETAIL MANAGEMENT 2017 PROGRAM OF STUDY**

Assessment Progress: The ‘Program Learning Goal’ assessed was: “Exhibit a knowledge of the terminology and procedures of the retailing field in order to communicate with peers, managers, buyers, and other professionals”, as linked to the ‘Relevant Course Goal’, “Utilize their academic experience and career objectives in a related field in a way that supports their on-the-job experience.” The course, MKTG 280 Co-Op Education: Marketing is used to assess this program. Students are required to submit an ‘Employment Experience Log Book, Written Project, and an Employer Evaluation for course grading. The ‘Written Project’ was deployed as the assessment instrument for the fall 2012 semester, with the following results as reported: The benchmark set for the written assignment was 90% or better, with an average score earned of 87%. The analysis of the artifacts revealed that students that scored lower on the assignment, demonstrated difficulty in properly citing outside resources.

- The deployment of a ‘Written Project’ linked to program, and course goal, and the analysis of the results.

Assessment Plans: The February Management/Marketing Area meeting included faculty discussion, (as noted in the meeting minutes), concerning options available to improve the average student score. The option selected was to develop a library ‘Lib Guide’ that students would be encouraged to use in writing the assignment.

- Students will be assessed in the fall 2013 semester, in order to determine the impact on the scores earned by students.

Teaching and Learning Improvement Progress: The analysis of the ‘Written Project’ artifacts has revealed the need for faculty to devote a greater amount of instructional time to making students aware of the instructional resources available.

- The ‘Written Project’ artifacts collected and analyzed in the fall 2013 semester may reveal further opportunities for teaching and learning improvement.

Teaching and Learning Improvement Plans: The next ‘Program Learning Goal’ that will be assessed will be to: “Demonstrate a technical knowledge of the major functions of a retail organization”. The ‘Written Project’ will be the ‘assessment tool’ deployed in fall 2013 semester.

- The ‘Written Project’ will be used during the fall 2013 semester to address an additional ‘Program Learning Goal’.

### **MANAGEMENT/MARKETING: SMALL BUSINESS MANAGEMENT 2054 PROGRAM OF STUDY**

Assessment Progress: The ‘Program Learning Goal’ assessed was: “Apply the management, marketing, legal, and insurance knowledge to operating a small business.”, as linked to the ‘Relevant Course Goal’, “Utilize their academic experience and career objectives in a related field in a way that supports their on-the-job experience.” The course, MGMT 280 Co-Op Education: Management or MKTG 280 Co-Op Education: Marketing is used to assess this program. Students are required to submit an ‘Employment Experience Log Book, Written

Project, and an Employer Evaluation for course grading. The ‘Written Project’ was deployed as the assessment instrument for the fall 2012 semester, with the following results as reported: The benchmark set for the written assignment was 90% or better, with an average score earned of 87%. The analysis of the artifacts revealed that students that scored lower on the assignment, demonstrated difficulty in properly citing outside resources.

- The deployment of a ‘Written Project’ linked to program, and course goal, and the analysis of the results.

Assessment Plans: The February Management/Marketing Area meeting included faculty discussion, (as noted in the meeting minutes), concerning options available to improve the average student score. The option selected was to develop a library ‘Lib Guide’ that students would be encouraged to use in writing the assignment.

- Students will be assessed in the fall 2013 semester, in order to determine the impact on the scores earned by students.

Teaching and Learning Improvement Progress: The analysis of the ‘Written Project’ artifacts has revealed the need for faculty to devote a greater amount of instructional time to making students aware of the instructional resources available.

- The ‘Written Project’ artifacts collected and analyzed in the fall 2013 semester may reveal further opportunities for teaching and learning improvement.

Teaching and Learning Improvement Plans: The next ‘Program Learning Goal’ that will be assessed will be to: “Demonstrate an understanding of the accounting functions necessary for operating a small business”. The ‘Written Project’ will be the ‘assessment tool’ deployed in fall 2013 semester.

- The ‘Written Project’ will be used during the fall 2013 semester to address an additional ‘Program Learning Goal’.

### **OCCUPATIONAL STUDIES 2068 PROGRAM OF STUDY**

Assessment Progress: The ‘Program Learning Goal’ assessed was: “Analyze and appraise basic operations and relate them to the particular business enterprise that they have identified in their occupational objectives.” The Accounting Area faculty collaborated to develop a ‘Summary Problem’ that would be required that all students enrolled in the course, MGMT 120 Business Math complete.

The original plan had been to deploy the ‘Summary Problem’ to students enrolled in the course MGMT 120 during the fall 2012 semester, but it was necessary to revise the MGMT 120 course syllabus, and hence revise the ‘Summary Problem’ so that it would assess the revised learning goals and objectives of the course. The revised ‘Summary Problem’ was deployed to students enrolled in MGMT 120 during the spring 2013 semester, with plans to review the artifacts, and analyze the data during the fall 2013 semester.

- Revision of the ‘Summary Problem’ to assess the revised learning goals and objectives contained in the updated and approved MGMT 120 course syllabus.

Assessment Plans: The revised ‘Summary Problem’ has been administered to students taking the course, MGMT 120 during the spring 2013 semester. The Accounting Area faculty plan to review and analyze the data collected during the fall 2013 semester, in order to formulate plans to remediate student learning deficiencies.

- Fall 2013 review and analysis of data collected from the spring 2013 deployment of the ‘Summary Problem’.

Teaching and Learning Improvement Progress: A review and analysis of the data collected from the deployment of the revised ‘Summary Problem’ should offer insight into ways in which teaching and student learning can be improved.

- Fall 2013 review and analysis of the data collected from students completing the ‘Summary Problem’.

Teaching and Learning Improvement Plans: The plan that will be developed by the Accounting Area faculty, (to address the improvement in teaching and learning), will be based upon what is discovered during the analysis of the assessment artifacts.

- Formulation of a plan to address opportunities for improved teaching and learning will take place during the late fall 2013 semester.

### **OFFICE ADMINISTRATION & SYSTEMS TECHNOLOGY 2150 PROGRAM OF STUDY**

Assessment Progress: The ‘Program Learning Goal’ assessed was: “Use computers effectively and efficiently and apply software applications in an office environment.” A “Software Applications” final project was developed requiring students to demonstrate their level of competency in utilizing specific software applications.

Upon deployment of the assessment instrument, student performance was 82.5% based upon the assessment instrument as indicated above. “Based on the test scores students are achieving the stated learning outcomes.”

- Assessment Plans: Perhaps another review of the assessment data may offer an opportunity to improve teaching and student learning, i.e. increase the benchmark score to 90%.
- Teaching and Learning Improvement Progress: Perhaps another review of the assessment data may offer an opportunity to improve teaching and student learning, i.e. increase the benchmark score to 90%.
- Teaching and Learning Improvement Plans: Perhaps another review of the assessment data may offer an opportunity to improve teaching and student learning, i.e. increase the benchmark score to 90%.

### **PARALEGAL 2128 PROGRAM OF STUDY**

Assessment Progress:

- Program Goal #1 was assessed via the administration of a comprehensive exam distributed two weeks prior to the end of the semester. This exam covers material from all of the Core Paralegal Courses – Intro to Paralegal, research and Writing, Advanced Research and Writing, Civil Litigation and Torts.

Assessment Plans:

- Administer exam with a benchmark of all students scoring 70% or better.

Teaching and Learning Improvement Progress:

- All students achieved a 70 or better with the artifact average being 74.

Teaching and Learning Improvement Plans:

- Distribute the exam at the beginning of the semester and offer a review power point and one in person review session. Benchmark – all students score 75% or better.

