

**ASSESSMENT REPORT (Form C)  
FOR**

*Report*

**Business Management**

(Instructional Degree Program)

**2001-2002**

(Assessment Period Covered)

**Associate of Applied Science**

(Degree Level)

**January 9, 2003**

(Date Submitted)

**Intended Educational (Student) Outcome:**

1. Students completing the degree will compare favorably in their knowledge of business principles with those students completing a similar program.

**First Means of Assessment for Outcome Identified Above:**

- 1-a **Means of Program Assessment & Criteria for Success:** Students will be required to take the Business Field Test provided by the Educational Testing Service. This exam identifies the level of learning of business students at 244 like institutions. Students will score in the 65<sup>th</sup> percentile.

- 1-a **Summary of Assessment Data Collected:** A total of 14 freshmen (A.S. and A.A.S. combined) took the exam, resulting in the following percentile scores : Accounting-1, Economics-20, Management-2, Quantitative Business Analysis-9, Finance-10, Marketing-1, Legal and Social Environment-27, International Issues-8, Total Test Score: 3.

- 1-a **Use of Results to Improve Instructional Program:** Clearly there is a serious problem indicated by these results. These scores do not seem to be appropriate and probably reflect an error in the scoring process itself. The ETS company changes their tests periodically, and the tests administered to this group were leftovers from a previous purchase, so probably did not correlate appropriately with the scoring process. Lesson learned: Order new tests each year.

**Second Means of Assessment for Outcome Identified Above:**

- 1-b Means of Program Assessment & Criteria for Success: NA

- 1-b Summary of Assessment Data Collected: NA

- 1-b Use of Results to Improve Instructional Program: NA

## ASSESSMENT REPORT (Form C) FOR

### Business Management

(Instructional Degree Program)

**2001-2002**

(Assessment Period Covered)

### Associate of Applied Science

(Degree Level)

**January 9, 2003**

(Date Submitted)

#### Intended Educational (Student) Outcome:

2. Students will have good presentations skills, including the development and use of appropriate message content and effective visual aids.

#### First Means of Assessment for Outcome Identified Above:

- 2-a **Means of Program Assessment & Criteria for Success:** Students will receive a score of 70 or above on presentations that are graded with a comprehensive evaluation form developed for this purpose. The form will be completed by the instructor and an impartial evaluator.

- 2-a **Summary of Assessment Data Collected:** It was decided to only use the assessment of an impartial evaluator. This required hiring two outside impartial graders, each of whom graded half the students as they made their final oral presentation in the MIB 1650 course, Fundamental Selling Techniques. A well designed grading form was used. However, there was a marked difference in the scoring as follows: Grader #1: Range = 60-100; Average = 86.7. Grader #2: Range = 70-95; Average = 76.1.

- 2-a **Use of Results to Improve Instructional Program:** One grader clearly gave higher scores, but average scores from each exceeded the goal of 70. The grading forms were most valuable as they were assessed for high/low scoring of different categories. Both graders consistently indicated high scores for visual aids, topic/thesis, and conclusion, but gave lower scores in the areas of mannerisms, holding audience interest, and transitioning from one point to the next. These results are being given to the professor so that improvements in course instruction can be developed.

#### Second Means of Assessment for Outcome Identified Above:

- 2-b Means of Program Assessment & Criteria for Success: NA

- 2-b Summary of Assessment Data Collected: NA

- 2-b Use of Results to Improve Instructional Program: NA

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### Intended Educational (Student) Outcome:

3. Students will have the skill to communicate effectively in written form, as demonstrated by their ability to identify objectives, analyze and present ideas, and prepare appropriate business documents.

### First Means of Assessment for Outcome Identified Above:

- 3-a **Means of Program Assessment & Criteria for Success:** In MOC 2200, Written Business Communication, students will be able to demonstrate 80 percent proficiency in writing a business document based on the following criteria: Content, organization, style, mechanics, and format. The document will be graded by the class instructor and an impartial evaluator.

- 3-a **Summary of Assessment Data Collected:** Assessment of this goal was not completed satisfactorily. The initial plan was to score a writing assignment, such as a business letter. However, as the assessment committee looked into this we realized that there were few variations, as all students were following a model, and all the letters looked remarkably alike. This goal does not require analysis of critical thinking, but we were not satisfied with the business letter as an assessment tool for mechanics and did not have time to develop a different approach.

- 3-a **Use of Results to Improve Instructional Program:** It has been suggested that future assessment of the student's mechanical writing ability should come from a written portion of an exam. This would show how much of the instruction was actually being assimilated. It is this committee's recommendation that an assessment tool be developed that can be simply attached to an instructor's exam, and then can be graded separately by an impartial evaluator and eventually returned to the instructor with recommendations.

### Second Means of Assessment for Outcome Identified Above:

3-b Means of Program Assessment & Criteria for Success: NA

3-b Summary of Assessment Data Collected: NA

3-b Use of Results to Improve Instructional Program: NA

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Report

### Intended Educational (Student) Outcome:

2. Graduating students will have the ability to identify and analyze business problems and develop solutions.

### First Means of Assessment for Outcome Identified Above:

2-a **Means of Program Assessment & Criteria for Success:** All graduating seniors will be required to take the Business Policy course, in which students will be given a standardized business case that encompasses the core competencies for strategic business thinking. They need to identify at least 50 percent of the possible solutions, measured against the solution manual, and will prepare a case analysis report that defends their decisions, using economic, financial, or managerial analysis appropriate to the strategic planning models.

2-a **Summary of Assessment Data Collected:** We were unable to obtain an appropriate analysis of critical thinking from the instructor of the Business Policy course, so analyzed the senior level Strategic Marketing course instead. Final papers studied were analyzed for their economic, financial, and strategic planning as incorporated in an extensive marketing plan for a future business. Because students had been carefully monitored and corrected throughout the writing process, final scores ranged from B+ to A. Strategic planning skills were well-developed by this entrepreneurial exercise and papers reflected a high level of critical thinking regarding future marketing strategies.

2-a **Use of Results to Improve Instructional Program:** Marketing planning involves somewhat different thinking processes from the case analysis work typical in policy courses, where distant companies and past problems are analyzed. Future assessment of critical analysis work should come from analysis of standardized cases.

### Second Means of Assessment for Outcome Identified Above:

2-b Means of Program Assessment & Criteria for Success: NA

2-b Summary of Assessment Data Collected: NA

2-b Use of Results to Improve Instructional Program: NA

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### First Means of Assessment for Outcome Identified Above:

3-a **Means of Program Assessment & Criteria for Success:** All graduating seniors will be required to take the Business Policy course, in which students will be given a standardized business case that encompasses the core competencies for strategic business thinking. They will prepare a written report identifying key issues, drawing conclusions, proposing solutions, and defending their choices. Writing skills will be assessed using a standard form that scores the elements of content, clarity, format, and ability to apply appropriate business writing concepts. Students should earn a minimum of 70 points.

3-a **Summary of Assessment Data Collected:** Written case papers were collected from one section of Business Policy to be scored. Scoring was done by an outside professional, using a form developed to score formatting, grammar, punctuation, readability, tone and style. Grades ranged from 74 to 100, with average being 88.4.

3-a **Use of Results to Improve Instructional Program:** Although all scores in this sample exceeded the stated goal of 70 points, there was room for improvement. Further refinement of the scoring sheet is recommended to better reflect weak areas. The grader's written comments indicated there were many punctuation and grammar errors, so a more detailed scoring sheet should be developed to improve assessment.

### Second Means of Assessment for Outcome Identified Above:

3-b **Means of Program Assessment & Criteria for Success:** NA

3-b **Summary of Assessment Data Collected:** NA

3-b **Use of Results to Improve Instructional Program:** NA

## ASSESSMENT REPORT (Form C) FOR

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### Associate of Science

(Degree Level)

**January 9, 2003**

(Date Submitted)

#### Intended Educational (Student) Outcome:

1. Students completing the degree will compare favorably in their knowledge of business principles with those students completing a similar program.

#### First Means of Assessment for Outcome Identified Above:

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#### Second Means of Assessment for Outcome Identified Above:

- 1-b **Means of Program Assessment & Criteria for Success:** NA

- 1-b **Summary of Assessment Data Collected:** NA

- 1-b **Use of Results to Improve Instructional Program:** NA

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- 3-a **Use of Results to Improve Instructional Program:** It has been suggested that future assessment of the student's mechanical writing ability should come from a written portion of an exam. This would show how much of the instruction was actually being assimilated. It is this committee's recommendation that an assessment tool be developed that can be simply attached to an instructor's exam, and then can be graded separately by an impartial evaluator and eventually returned to the instructor with recommendations.

#### Second Means of Assessment for Outcome Identified Above:

- 3-b **Means of Program Assessment & Criteria for Success:** NA

- 3-b **Summary of Assessment Data Collected:** NA

- 3-b **Use of Results to Improve Instructional Program:** NA

# ASSESSMENT REPORT FOR

Business Management  
(Instructional Degree Program)

Associate of Applied Science  
(Degree Level)

2001-2002  
(Assessment Period Covered)

November 14, 2001  
(Date submitted)

## Intended Educational (Student) Outcome:

*Note: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.*

1. Students completing the degree will compare favorably in their knowledge of business principles with those students completing a similar program.

## First Means of Assessment for Outcome Identified Above:

- 1a. **Means of Program Assessment & Criteria for Success:** Students will be required to take the Business Field Test provided by the Educational Testing Service. This exam identifies the level of learning of business students at 244 like institutions. Students will score in the 65<sup>th</sup> percentile.

1a. **Assessment Results:**

1a. **Use of Results:**

## Second Means of Assessment for Outcome Identified Above:

1b. **Means of Assessment & Criteria for Success:**

1b. **Assessment Results:**

1b. **Use of Results:**

# ASSESSMENT REPORT FOR

Business Management  
(Instructional Degree Program)

Associate of Applied Science  
(Degree Level)

2001-2002  
(Assessment Period Covered)

November 14, 2001  
(Date submitted)

## Intended Educational (Student) Outcome:

*Note: There should be one form C for each intended outcome listed on form B. Intended outcome should be restated in the box immediately below and the intended outcome number entered in the blank spaces.*

2. Students will have good presentations skills, including the development and use of appropriate message content and effective visual aids.

## First Means of Assessment for Outcome Identified Above:

- 2a. **Means of Program Assessment & Criteria for Success:** Students will receive a score of 70 or above on presentations that are graded with a comprehensive evaluation form developed for this purpose. The form will be completed by a faculty member who is not the teacher of the class and by an impartial evaluator.

2a. **Assessment Results:**

2a. **Use of Results:**

## Second Means of Assessment for Outcome Identified Above:

2b. **Means of Assessment & Criteria for Success:**

2b. **Assessment Results:**

2b. **Use of Results:**