Program Student Learning Outcome (PSLO) Assessment Reporting Template 2016-2017

[For further guidance on this process, see the PSLO Assessment How-To Guide on the TLC website]

Program: Business Administration   Semester: Fall 2017

Faculty/Staff Assessing the Program: Penny Wilkins

Part 1: Assessment Goals

What do you want to learn about your students and their learning from this process?

- The Business Department wants to know if the Business Administration Transfer students' are performing proficiently in the PSLO areas and how we might improve the program.

Part 2: Assessment Plan

PSLO	Method of Assessment	Proficiency Criteria	Student Population Assessed
Enter all the PSLOs for your program below. (Additional rows may be needed)	**Identify and describe the assessment activity** (capstone project, portfolio, interview, pre/post survey, analysis of success rates, etc) used to assess the students' proficiency of the PSLO. Explicitly state which part of the assessment activity assessed a particular PSLO.	**List the criteria you used to determine proficiency levels for each of your PSLOs.** How did you determine "needs improvement," "meets proficiency," or "exceeds proficiency" criteria?	**Describe which student populations you assessed and how you chose those populations.** How many students did you assess? To what extent did the sample adequately represent all students in the program? Why did you choose this particular group for this particular PSLO? Explain.
PSLO 1. Analyze practical business problems and utilize research and critical thinking to evaluate and recommend alternative solutions.	Homework and quizzes from BUS187-0102 and BUS187-0115 from Spring 2016 were used to measure student accomplishment of this PSOL.	Needs improvement was defined as students completing work with a score of 69% or lower. Meets proficiency was defined as students completing work with a score of 70 to 79%. Exceeds proficiency was defined as students completing work with a score of 80% or above.	How many students did you assess? **60** To what extent did the sample adequately represent all students in the program? The sample was a sound representation of the students in the program covering all sections of the course used for assessment in one semester. Why did you choose this particular group for this particular PSLO? The group represents all students enrolled during the semester in the course used for program assessments. The course used to assess the program is one that all program students complete and incorporates the PSOLs.
PSLO 2. Demonstrate strong oral and written skills necessary to effectively collaborate and communicate	Homework and quizzes from BUS187-0102 and BUS187-0115 from Spring 2016 were used to measure student accomplishment of this PSOL.	Needs improvement was defined as students completing work with a score of 69% or lower.	How many students did you assess? **60** To what extent did the sample adequately represent all students in

from a global perspective with diverse groups of people.		Meets proficiency was defined as students completing work with a score of 70 to 79%. Exceeds proficiency was defined as students completing work with a score of 80% or above.	the program? The sample was a sound representation of the students in the program covering all sections of the course used for assessment in one semester. Why did you choose this particular group for this particular PSLO? The group represents all students enrolled during the semester in the course used for program assessments. The course used to assess the program is one that all program students complete and incorporates the PSOLs.
PSLO 3. Apply accounting concepts and principles in making decisions about business operations.	Homework and quizzes from BUS187-0102 and BUS187-0115 from Spring 2016 were used to measure student accomplishment of this PSOL.	Needs improvement was defined as students completing work with a score of 69% or lower. Meets proficiency was defined as students completing work with a score of 70 to 79%. Exceeds proficiency was defined as students completing work with a score of 80% or above.	How many students did you assess? **60** To what extent did the sample adequately represent all students in the program? The sample was a sound representation of the students in the program covering all sections of the course used for assessment in one semester. Why did you choose this particular group for this particular PSLO? The group represents all students enrolled during the semester in the course used for program assessments. The course used to assess the program is one that all program students complete and incorporates the PSOLs.
PSLO 4. Identify and explain the major functional areas of the business organizations including management, marketing, finance, and accounting.	Homework and quizzes from BUS187-0102 and BUS187-0115 from Spring 2016 were used to measure student accomplishment of this PSOL.	Needs improvement was defined as students completing work with a score of 69% or lower. Meets proficiency was defined as students completing work with a score of 70 to 79%. Exceeds proficiency was defined as students completing work with a score of 80% or above.	How many students did you assess? **60** To what extent did the sample adequately represent all students in the program? The sample was a sound representation of the students in the program covering all sections of the course used for assessment in one semester. Why did you choose this particular group for this particular PSLO? The group represents all students

			enrolled during the semester in the course used for program assessments. The course used to assess the program is one that all program students complete and incorporates the PSOLs.
PSLO 5. Apply commonly used computer application programs to create relevant business documents.	Homework and quizzes from BUS187-0102 and BUS187-0115 from Spring 2016 were used to measure student accomplishment of this PSOL.	Needs improvement was defined as students completing work with a score of 69% or lower. Meets proficiency was defined as students completing work with a score of 70 to 79%. Exceeds proficiency was defined as students completing work with a score of 80% or above.	How many students did you assess? **60** To what extent did the sample adequately represent all students in the program? The sample was a sound representation of the students in the program covering all sections of the course used for assessment in one semester. Why did you choose this particular group for this particular PSLO? The group represents all students enrolled during the semester in the course used for program assessments. The course used to assess the program is one that all program students complete and incorporates the PSOLs.

Part 3: Assessment Findings

What are the findings from your assessment efforts?

Though analyzing the assessment results, it was discovered that a mean of 38 students exceeded proficiency, a mean of 6 students met proficiency, and a mean of 16 students needed improvement for the PSOLs. This means that approximately 73% of the students accomplished the PSOLs and 27% did not meet PSOL proficiency.

In reviewing the assessments, in class activities, and instruction provided, it was discovered that several of the less successful students were unsuccessful because they did not complete the assessment. We acknowledge that the subject matter is challenging as it incorporates aspects from multiple areas (math, critical thinking, accounting, business problem solving, decision making, software utilization, reporting, and business knowledge) that students do not normally use in their day to day lives. Therefore, more instruction around integration of concepts, more samples showing integration, more time to complete the assessment, and or delivering the assessment in other modalities, could improve student completion and raise student proficiency. For the students that did complete the assessment, it was discovered that more at home practice problems, in class practice, discussion around whole business and integrated solutions, and examples could improve understanding and raise proficiency.

Part 4: Next Steps

What are your next steps?

- How will the results of this assessment be used to improve student learning in your program, if you found that improvement is needed? How might you adjust your teaching methods, program design, or other component of your program, if applicable?

Creating more opportunity for students to explore integrated business decision making during class time could be helpful along with more practice in class and at home including take-home examples could be utilized to help improve student proficiency. Current curriculum, textbooks, and library resources will be reviewed to provide additional material and learning opportunities for students.

- To what extent do your results point you to a need for professional development? Explain.

Professional development is not needed.

- What is the plan of action and timeline of your next steps? Who are the major players?

Penny Wilkins will meet with Library personnel and publisher representatives to determine student resources available, and will explore whole business solutions (simulations, case study, etc.) opportunities for students along with incorporating materials and additional practice opportunities into the lesson plans. Penny will provide resource findings and work with adjuncts teaching in the program to find additional resources to incorporate.

- Spring 2018- Begin Resource Exploration.
- Spring-Summer 2018- Explore resources and build a plan to incorporate additional resources and practice opportunities into the lesson plans. Communicate with adjuncts.
- Fall 2018- Begin to incorporate new material into lessons plans.
- Spring 2019- Continue to adjust resources and assess impact of changes.

Part 5: Report Summary

Lastly, sum up your PSLO assessment in 400 words or less. This summary, along with all program assessment summaries, will be made public on the LMC website's Program Assessment page and used to inform our accreditation self-evaluation. Your summary should include:
- What you wanted to learn about your students
- What you did
- What you learned
- What you plan to do next to improve student learning

The Business Administration PSOL assessment was conducted to measure student proficiency. Course assessments from two sections of the advanced accounting curriculum were used to measure student proficiency in the PSOLs since all AST Business students complete the course as a major requirement and it incorporates all the PSOLs. The Business Administration program calls on students to display high level critical thinking, analysis, and problem solving along with resource (library, software, etc.) to report information and make business decisions. While students are graduating and transferring with their AST degree, the assessment shows opportunity to improve student accomplishment of the PSOLs. More relevant and integrated business material and decision-making opportunity along with more practice in class and at home including more examples could be utilized to help improve student proficiency. Department members will review current textbook resources, LMC Library resources, and practice opportunities with the aim of building a plan to incorporate the additional resources and practice opportunities into the lesson plans.