

# Program Assessment Report

## AA in Business Management AS in Business Management AS in Accounting 14/15 Program Assessment Report

**BASELINE YEAR**

	Outcome 1	Outcome 2	Outcome 3	Outcome 3	Comments
	When this program was developed, the Dean of Liberal Arts did not develop any program outcomes. So consequently, there are no program outcomes for AA in Business Management. There were graduates from this program in 2015 (CollegeNow Business students)	This same comment can be made for the AS in Business Management and the AS in Accounting which have been developed by the Liberal Arts division	This is an area that needs to be addressed. If the college is awarding degrees, then it needs to assess the degrees.		
Course: Assessment: Benchmark: Faculty: <hr/> Course: Assessment: Benchmark: Faculty:			<hr/>		Business faculty are concerned that students with these declared majors are being advised properly. Students need to know what the intent of the degrees are. Business faculty are getting a printout of all AA/AS majors in Acct and BusMgmt to make sure they have been advised properly.  Business faculty are meeting with advisors to make sure they understand the difference between the intent of the AAB degrees and the AA/AS degrees.
Course: Assessment: Benchmark: Faculty:					
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### Reflection question to help you write your comment narrative and choose your benchmarks

#### BASIC PARAMETERS:

- Your benchmarks should coincide with benchmarks for any external agency you need to report to. DO NOT do double work.
- This first year we are only using two variables- your benchmark and % of students that met the benchmark. If you prefer your benchmark as a number (74% or higher vs. C or higher) obviously you are free to do that. Again, ESPECIALLY if your external accreditor has that benchmark.
- Each faculty member should assess at least one program outcome.
- First year of this you can use 1 assignment in 1 class to measure the outcome if you are allowed to do that from your accrediting agency.
- Subsequent years you will want to use the same assignment across multiple sections to get your numbers up to a data reliable level.

#### REFLECTION QUESTIONS: These are only given to help you to reflect, not for you to answer necessarily.

1. Does my accreditor need different benchmark numbers? SEE parameters above ☺
2. Is there anything unusual about this batch of students I used for the assessment? Example given above \* for PSYC 2010 was actually experienced by a faculty member. Most of the students in a particular human growth and development section on quarters had taken the A & P sequence. It was a fluke; the success rates for the class were through the roof.
3. Do I see a trend on this particular outcome from the previous year? (this is assumed this form will be used in subsequent years)
4. In relation to question above - what did I do differently this year?
5. Is this an introduction class to our program- does that have any impact on success rates?
6. Was the sample size too small? Was it a bad night and all the good students stayed home? (Probably not, but this type of creative brainstorming actually helps us to see patterns that are right in front of our faces that we discount because of their simplicity.

