

Program Assessment Report

AAB in Business Administration: Business Management 15/16 Program Assessment Report

Course Assessment Benchmark Faculty	1. Graduates will demonstrate competency with basic accounting concepts.	2. Graduates will demonstrate competency with basic marketing concepts.	3. Graduates will demonstrate competency with basic economic concepts.	4. Graduates will demonstrate competency basic management concepts.	Comments: General Comments about the MFT Exam: In several of the content areas, if we can determine more specificity around the questions, then it can help us to know what to improve. We do not, however, want to "teach to the test".
Course: BUSM2270 Assessment: MFT Grades/ACCT questions Benchmark: 75 th percentile or higher Faculty : Jones	<u>2014.2015 Results</u> 30 th percentile 26 students <u>2015.2016 Results</u> 50 th percentile 31 students BUSM/BUSK students ACCT questions on MFT exam				<p>This test underwent a significant review and redesign. The format was the same, but ETS changed it significantly. Therefore, the same types of comparisons that have been made in the past (when there were 6,000+ students in the comparison pool) cannot be made when the pool is only 294 big.</p> <p>Noted that overall student progress made. Students averaged 30th percentile in 2014/2015 and improved to the 50th percentile in 2015/2016.</p> <ol style="list-style-type: none"> 1. Financial statement analysis was emphasized in the case studies course. This action will continue. 2. A review of "introduce", "reinforce" and "master" was not completed for the Business Management and Marketing curriculum, however that will be completed by Spring 2017 3. As noted in the last PAR, the review above will specifically ensure that Cost/Volume and Profit analysis is included. 4. Confirmed that Ryan Miller is lead faculty for managerial accounting as replacement for Don Dicke 5. Financial Accounting will be offered online for Spring 2017. Given BUSM students struggle with accounting

					<p>concepts already, the layout will have to focus on the basics of financial statement preparation and the types of data that each financial statement can provide.</p>
<p>Course: BUSM2270 Assessment: MFT Grades/Marketing questions Benchmark: 75th percentile or higher Faculty : Jones</p>		<p><u>2014.2015 Results</u> 56th percentile 26 students</p> <p><u>2015.2016 Results</u> 66th percentile 31 students</p> <p>BUSM/BUSK students MRKT questions on MFT exam</p>			<p>Noted that overall student progress made. Students averaged 56th percentile in 2014/2015 and improved to the 66th percentile in 2015/2016.</p> <ol style="list-style-type: none"> 1. TAG requirements were not reviewed with Bill Flood (adjunct who heavily teaches marketing classes), however this review will be complete by Spring 2017. 2. Note that review of marketing content has been on-going and in line with the TAG requirements, the course content in the syllabus appears to be adequate 3. A study will be done to attempt to correlate low MFT scores with specific sections and instructors.
<p>Course: BUSM2270 Assessment: MFT Grades/Economics questions Benchmark: 75th percentile or higher Faculty : Jones</p>			<p><u>2014.2015 Results</u> 53rd percentile 26 students</p> <p><u>2015.2016 Results</u> 83rd percentile 31 students</p> <p>BUSM/BUSK students ECON questions on MFT exam</p>		<p>Overall observations:</p> <p>1) There was an increase in the "pool" of students who took the economics exam. There were 26 examined students in the academic year 2014/2015 and that number grew to 31 students in the past academic year of 2015/2016. Similarly the percentile ranking of the NC State College students increased from 53rd percentile to the 83rd percentile.**</p> <p>**Although that much higher percentile ranking is good news, it should be noted that the baseline or benchmark of the economics exam has been changed from that of the prior year. Therefore, the validity any direct inference regarding a dramatic increase between the two numbers is a bit speculative.</p> <p>2) An experiment with the use of an OpenStax Microeconomics textbook was conducted during the 2015/2016 academic year. This text is free on-line to</p>

					<p>students. The physical text is also made available with a low-cost (approximately \$20) lab fee.</p> <p>3) An experiment was also conducted with the use of on-line Sapling Learning Software associated with the OpenStax text.</p> <p>4) A continuing trend is for a greater percentage of students to take Micro and Macroeconomics in the on-line format rather than in the standard class-lecture format.. In light of that on-going trend Ross Justice created 22 recorded Microeconomics lectures last year (i.e. that was a 2014/2015 action item).</p> <p>Current Year (2015/2016) Completed Action Items: 1) This year (2015/2016) the number of Microeconomics tutorial (mini-lecture) videos created and published on-line has grown from 22 to 33.</p> <p>2) On-line quizzes over these on-line lectures have been developed and deployed for most of these video lectures in the on-line Microeconomics classes.</p> <p>3) In addition, the number of Macroeconomic tutorial (mini-lectures by J. Ross Justice) videos now in use (in the 2015/2016 year) in the on-line Macroeconomics class has grown from zero to 67.</p> <p>Future (ongoing) Action Items: Action Item #1: Create quizzes for the remaining 20% of Microeconomic on-line video lectures.</p> <p>Action Item #2: to complete: Create quizzes for the remaining 60% of Macroeconomic on-line video lectures.</p> <p>Action Item #3: Create "closed caption" transcripts of the on-line Microeconomic videos for greater student retention and to meet the need of students who are hearing-impaired.</p> <p>Action Item #4: Create "closed caption" transcript of the on-line Macroeconomic videos for greater student</p>
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					<p>retention and to meet the need of students who are hearing-impaired.</p> <p>Action Item #5: Experiment with the implementation of the free "Concept Coach" learning software (associated with the OpenStax project) in Microeconomics for use in parallel with the (fee-based) Sapling Learning or possibly as a replacement of the Sapling On-Line Learning software.</p>
<p>Course: BUSM2270</p> <p>Assessment: MFT Grades/Management questions</p> <p>Benchmark: 75th percentile or higher</p> <p>Faculty: Jones</p>				<p><u>2014.2015 Results</u> 93rd percentile 26 students</p> <p><u>2015.2016 Results</u> 91st percentile 31 students</p> <p>BUSM/BUSK students MGMT questions on MFT exam</p>	<p>Noted that overall student scores dropped by 2 percentage points, from 93rd percentile to 91st percentile.</p> <p>1. This course will be aligned with the new TAG standards. We do not anticipate significant changes. Overall this item is in a "watch" mode as we feel the scores are high already.</p>

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<p>Course</p> <p>Assessment</p> <p>Benchmark</p> <p>Faculty</p>	<p>5. Graduates will identify and apply appropriate computer applications to record business</p>				<p>Comments</p>
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	data and present business information for operational use.				
Course: CISS1220 Assessment: Final Project Grade Benchmark: 75% or higher Faculty Morrison	<u>2014.2015 Results</u> 70% of students met benchmark 63 students <u>2015.2016 Results</u> 69.64% of students met benchmark 56 students				<p>Students who completed the assignment were successful. Of the 17 who did not meet the assessment criteria, 14 simply did not complete the assignment. Many of these students did not do most of the projects. This is the same problem that was encountered last year.</p> <p>Action item: Talk to Morrison again about how to increase participation in the class. If this trend continues next year, a different assessment will be chosen.</p>