

Program & College-Wide Assessment Report North Central State College - Business Administration – Marketing
Data from Academic Year Fall 2016 & Spring 2017

College-Wide Outcomes	College-Wide Outcome Data Gathering Details	College-Wide Outcome Results	Discussion of College-Wide Results/Improvement Items	Program Outcome	Program Outcomes Data Gathering Details	Program Outcome Results	Discussion of Program Results Improvement Items
Double click on the radio box <input type="checkbox"/> for the College-Wide outcome you are addressing in the second row.	Please note: Anywhere your syllabi display a college-wide outcome assessment, you must deploy the VALUE rubric for that outcome in the semester the course is taught.	What % of your students reached the benchmark? Please include the “N” - number of students within the sample.	Identify how results are used and shared. List any recommendations or action items. *	Please state the program outcomes with proper blooms verbs for graduation level skill.	This is where you will plan which courses/assignments the outcomes will be assessed in, what the benchmark should be, and which faculty member will gather the data	What % of your students reached the benchmark? Please include the “N” - number of students within the sample.	Identify how results are used and shared. List any shifts in teaching, changes to curriculum in light of the data. *
<input checked="" type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills	Course: BUSM 2270 Benchmark: 14 or Higher Faculty: Jones No. of Sections: 2	<u>2016-2017</u> 52% of the students achieved the CWO benchmark of 14. N= 27 <u>2015-2016</u> 85% N=33 <u>2014-2015</u> No Data <u>2013-2014</u> 60% N=20		Graduates will demonstrate competency with basic accounting concepts.	Course: BUSM2270 Assessment: MFT Grades/ACCT questions Benchmark: 75th percentile or higher Faculty : Jones	<u>2014.2015 Results</u> 30th percentile 26 students <u>2015.2016 Results</u> 50th percentile 31 students <u>2016.2017 Results</u> 15th percentile 29 students BUSM/BUSK students ACCT questions on MFT exam	Analysis: Scores dropped significantly from prior years for both Business Administration majors (50% to 15%) and College Now students (99% to 21%). The results for 2016-2017 are significantly below benchmark. For all students the drops were approximately equal for both Financial and Managerial Accounting content areas. Action Item: 1. We think a review of skills and learning outcomes would be useful. The planned curriculum mapping (“introduce”, “reinforce” and “master”) was not completed as planned but will be completed by Spring 2017. Previous analysis has indicated our focus should include cost/volume and profit analysis.
<input type="checkbox"/> Critical Thinking <input checked="" type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills	Course: BUSM 1050 Benchmark: 14 or Higher Faculty: Jones No. of Sections: 2	<u>2016-2017</u> 94% of the students achieved the CWO benchmark of 14. N= 31 <u>2015-2016</u> 69% N=32 <u>2014-2015</u> 100% N=8 <u>2013-2014</u> No Data		Graduates will demonstrate competency with basic marketing concepts.	Course: BUSM2270 Assessment: MFT Grades/Marketing questions Benchmark: 75th percentile or higher Faculty : Jones	2014.2015 Results 56th percentile 26 students 2015.2016 Results 66th percentile 31 students 2016.2017 Results 31st percentile 29 students BUSM/BUSK students MRKT questions on MFT exam	Analysis: Scores dropped significantly from prior years primarily for Business Administration majors (66% to 31%) and are below benchmark. There were no noticeable differences between “Marketing Processes” and “Marketing Institutions” content areas Action Item: 1. Note Bill Flood is no longer teaching this course. For FA2017 the course was redesigned to use MyMarketingLab and for SP2018, it will be taught on-line. 2. This course will be included in the curriculum mapping referenced above to identify opportunities for improvement.
<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input checked="" type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills	Course: BUSM 2270 Benchmark: 14 or Higher Faculty: No. of Sections: 2	<u>2016-2017</u> 70% of the students achieved the CWO benchmark of 14. N= 27 <u>2015-2016</u> 82% N=33 <u>2014-2015</u> 76% N=17 <u>2013-2014</u> 76% N=17		Graduates will demonstrate competency with basic economic concepts.	Course: BUSM2270 Assessment: MFT Grades/Economics questions Benchmark: 75th percentile or higher Faculty : Jones	2014.2015 Results 53rd percentile 26 students 2015.2016 Results 83rd percentile 31 students 2016.2017 Results 18th percentile 29 students BUSM/BUSK students ECON questions on MFT exam	Overall Observations: 1) This year’s results from Major Field Test scores on Economics ranked below par on that standardized test. It was noted that approximately 66% of the economics questions were directly related to Macroeconomics and our Accounting students routinely take only Microeconomics. Since the Accounting students (normally) do not take our Macroeconomics course those students who took this test would necessarily just be guessing on those economics questions.

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							<p>2) There continues to be an overall favorable student response to the use of a (very low cost) OpenStax Microeconomics textbook. However, the economics faculty member will be attending the Ohio OER Grant Information Summit and will be participating with the faculty from other Ohio colleges in the Affordable Learning Exchange project in actively exploring more and different options for quality low -cost economics textbooks.</p> <p>3) Creating quizzes for each of the Micro/Macro video tutorial lectures has proven to be a more labor - intensive project than expected. There has been significant favorable student response regarding the perceived value of these videos for our on -line students. Students mentioned specifically that they pay closer attention to the mini -lectures when there is a quiz associated with the video tutorial.</p> <p>4) Creating “closed -caption” transcripts of the economics video tutorials is a continuing project. 5) After experimenting with the “Concept Coach” it was decided to not implement that additional on -line homework module and continue with the Sapling learning modules for our economics students.</p>
<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input checked="" type="checkbox"/> Information Literacy <input type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills	<p>Course: BUSM 1010 Benchmark: 14 or Higher Faculty: Multiple No. of Sections: 4</p>	<p><u>2016-2017</u> 94% of the students achieved the CWO benchmark of 14. N= 81</p> <p><u>2015-2016</u> 78% N=37 <u>2014-2015</u> 63% N=19 <u>2013-2014</u> 63% N=11</p>	<p>Fall 2016: 5 sections of BUSM 1010 ran in fall 2016. Data was only collected in 3 section. Of the 2 sections no data was collected, one was at the Urban Center and 1 was delivered at the High School.</p> <p>Spring 2017: 5 sections of BUSM 1010 ran in spring 2017. Data was only collected in 1 section. Of the 4 sections no data was collected, one was online and 3 were delivered at the High School.</p>	<p>Graduates will demonstrate competency basic management concepts.</p>	<p>Course: BUSM2270 Assessment: MFT Grades/Management questions Benchmark: 75th percentile or higher Faculty : Jones</p>	<p>2014.2015 Results 93rd percentile 26 students</p> <p>2015.2016 Results 91st percentile 31 students</p> <p>2016.2017 Results 15th percentile 29 students</p> <p>BUSM/BUSK students MGMT questions on MFT exam</p>	<p>Analysis: Scores dropped significantly for both Business Administration majors (91% to 15%) and College Now (83% to 68%). For all students, the average dropped slightly more in the “Management Processes” content area.</p> <p>Action Item: 1. This course was aligned with TAG learning outcomes but did not change significantly. The course is being re - designed for on -line with a new text that emphasizes fundamental concepts. This text may be more effective than the previous text. The on -line class with new text will be launched in spring 2018.</p> <p>2. This course will be included in the curriculum mapping referenced above to identify opportunities for improvement.</p>
<input type="checkbox"/> Critical Thinking <input type="checkbox"/> Oral Communication <input type="checkbox"/> Written Communication <input type="checkbox"/> Information Literacy <input checked="" type="checkbox"/> Intercultural Knowledge <input type="checkbox"/> Quantitative Literacy <input type="checkbox"/> Professional Skills	<p>Course: BUSM 1050 Benchmark: 17 or Higher Faculty: Jones No. of Sections: 3</p>	<p><u>2016-2017</u> 65% of the students achieved the CWO benchmark of 17. N= 34</p> <p><u>2015-2016</u> 67% N=33 <u>2014-2015</u> No Data</p>	<p>One section was a directed study with 4 students.</p>	<p>Graduates will identify and apply appropriate computer applications to record business data and present business information for operational use.</p>	<p>Course: CISS1220 Assessment: Final Project Grade Benchmark: 75% or higher Faculty Morrison</p>	<p><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 <u>2016.2017 Results</u> 66% of students met benchmark 47 Students</p>	<p>Analysis: Morrison has continued to work with ACCT and BUSM to develop a course that meets our student needs. She has changed the structure of the course to increase the number of projects and to increase the number of simulations that students work through. These simulations are based on real world business type scenarios, including loan amortization and look up of required data.</p>

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		<u>2013-2014</u> No Data					<p>Of the 16 students who did not meet the benchmark, 7 simply did not complete the assignment. Students often dismiss this assignment because their grade has already been “determined” for the class, and the time/effort is not worth it to them.</p> <p>Action Item: This assessment will be eliminated now and replaced next year. It appears that the current Excel class assessment needs to be more specific.</p>
<div><input type="checkbox"/> Critical Thinking</div> <div><input type="checkbox"/> Oral Communication</div> <div><input type="checkbox"/> Written Communication</div> <div><input type="checkbox"/> Information Literacy</div> <div><input type="checkbox"/> Intercultural Knowledge</div> <div><input checked="" type="checkbox"/> Quantitative Literacy</div> <div><input type="checkbox"/> Professional Skills</div>	Course: ECON 1510 Benchmark: 17 or Higher Faculty: No. of Sections: 4	<u>2016-2017</u> 84% of the students achieved the CWO benchmark of 17. N= 79 <u>2015-2016</u> 76% N=72 <u>2014-2015</u> 78%% N=14 <u>2013-2014</u> No Data	ECON 1510 is not a major specific course.				
<div><input type="checkbox"/> Critical Thinking</div> <div><input type="checkbox"/> Oral Communication</div> <div><input type="checkbox"/> Written Communication</div> <div><input type="checkbox"/> Information Literacy</div> <div><input type="checkbox"/> Intercultural Knowledge</div> <div><input type="checkbox"/> Quantitative Literacy</div> <div><input checked="" type="checkbox"/> Professional Skills</div>							

Peach shading- College-wide Outcomes

Green Shading- Program Outcomes

Red asterisk - CRITICAL TO ADDRESS