

**ASSOCIATE OF SCIENCE IN BUSINESS DEGREE**  
**University of South Carolina Lancaster**  
**2015-2016 Assessment Report and 2016-2017 Assessment Plan**

**I. ANNUAL REPORT FOR ACADEMIC YEAR 2015-2016**

**NOTE:** Specific expectations for student learning, the procedure by which these expectations will be met, and the estimated percentage of students in the program who will meet the expectations should be established by the degree offering program. To ensure the business degree program was not merely assessing courses for the sake of assessment, considerable time and attention was devoted to reviewing the business degree offering program during this past assessment cycle. Simply “filling in the blanks” as stated by one faculty member does not provide the depth of learning outcome information faculty desire to continually improve delivery of course content. Student learning outcomes along with associated components and linked curriculum, as well as the currently implemented assessment process were evaluated. The attention expended on the program review limited our focus on assessing learning outcomes for this assessment cycle.

**MISSION STATEMENT**

The mission of the Associate in Science (AS) in Business degree, offered through USC Lancaster, a regional campus of the University of South Carolina, is to provide educational opportunities that will prepare students for careers in business and industry as well as meet the preliminary requirements that transfer into the four-year Integrated Information Technology (ITEC) program offered at the University of South Carolina Columbia.

**GOAL 1**

Students completing the Associate in Science in Business degree program at USC Lancaster will achieve a foundational understanding of business practices, financial and economic concerns, and information technologies for the workplace. In the process of acquiring this knowledge, they will develop the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of informed and enlightened citizenship in their communities and in the wider society.

**CURRICULUM**

Learning outcomes and identified curriculum selected for assessment for the Associate in Science in Business degree are as follows:

**LEARNING OUTCOME 1**

*Accounting and Financial Skills*

ACCT 225 Introduction to Financial Accounting

**LEARNING OUTCOME 3***Management Skills*

MGMT 371 Principles of Management

**LEARNING OUTCOME 1***Accounting and Financial Skills*

Students should be able to perform the basic functions of a business financial operations, such as interpreting basic financial statements and reconciling accounts.

**CRITERIA and MEASURES**

Given assignment(s) on business financial operations, 70 percent of students should achieve a minimum score of 2-At Standard [error rate 6-25 percent], as measured on the Accounting and Financial Skills Scoring Rubric.

The nine accounting principles indicated on the Accounting and Financial Skills Scoring Rubric are aligned with CengageNOW as follows: 3-Above Standard [error rate < 5 percent], 2-At Standard [error rate 6 to 25], 1-Below Standard [error rate > 25 percent]. The Accounting and Financial Skills Scoring Rubric is shown in Exhibit 1.

**EXHIBIT 1**

**Accounting and Financial Skills Scoring Rubric  
Learning Outcome 1  
2015-2016 Assessment Cycle**

APC	1 BELOW STANDARD > 25% ERROR RATE	2 AT STANDARD 6% - 25% ERROR RATE	3 ABOVE STANDARD < 5% ERROR RATE
<b>APC-04</b> Understanding the differences between cash and accrual accounting.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
<b>APC-05</b> Understanding the accounting cycle.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
<b>APC-06</b> Properly recording journal entries in a general journal format.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
<b>APC-07</b> Properly recording adjusting entries	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
<b>APC-08</b> Properly recording closing entries.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.

<b>APC-09</b> Properly identifying the components of the financial statements.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
<b>APC-11</b> Properly preparing a bank reconciliation.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
<b>APC-12</b> Properly recording for receivables including uncollectible receivables.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
<b>APC-13</b> Properly recording the purchase of and depreciation of long term assets.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.

Snapshot of students' assignment scores (Exhibit 2) compiled from information reported by CengageNow.

**EXHIBIT 2**

ACCT 225 Spring 2016 Section 4B

Sample Number->	1	2	3	4	5	6	7	8	9
APC - 04	100%	100%	100%	100%	100%	100%	100%	80%	100%
APC - 05	10%	100%	60%	80%	60%	40%	80%	100%	100%
APC - 06	86%	92%	97%	98%	89%	72%	87%	86%	97%
APC - 07	84%	99%	97%	98%	92%	89%	79%	88%	98%
APC - 08	100%	97%	100%	82%	46%	52%	50%	85%	100%
APC - 09	86%	95%	85%	89%	60%	74%	80%	89%	97%
APC - 11	97%	97%	97%	94%	41%	39%	87%	94%	99%
APC - 12	95%	98%	83%	100%	64%	37%	93%	89%	93%
APC - 13	84%	97%	95%	94%	65%	63%	77%	89%	91%
AVERAGE	82%	97%	90%	93%	69%	63%	81%	89%	97%

**METHODS**

**Term: Spring 2016**

**Course: ACCT 225-4B Introduction to Financial Accounting**

Assignments that required students to demonstrate their accounting and financial skills were collected from 21 students; all identifying information was covered by security tape to ensure students' anonymity. Assignments were assessed throughout the semester by the web-based program CengageNOW, a course management system owned and operated by Cengage Learning. This web-based program was selected because of its popularity with member schools of the Accreditation Council of Business School Programs (ACBSP). The program, as currently utilized, provides students with two attempts per question, generating problems using an algorithmic method. Should a student answer a question incorrectly, a second attempt is provided keeping the question concept the same but changing the numbers requiring the student to recalculate the

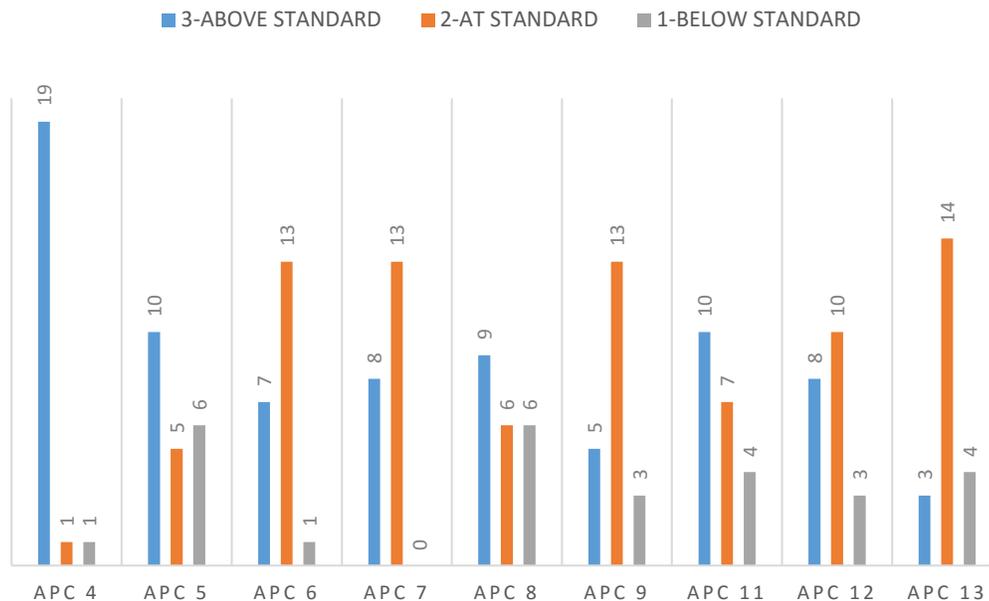
problem. The software was programmed to retain the higher score. Results as reported by CengageNOW were transferred to the scoring rubric shown above.

The following formula was used to determine the percentage of students who met this learning outcome:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  is the number of students scoring 2-At Standard to 3-Above Standard and  $n$  is the total number of students.

## RESULTS

Learning Outcome 1 was met for ACCT 225-4B. As shown in Exhibit 3, 20 of 21 students or 95 percent of students met or exceeded the 70 percent threshold. Nineteen (19) of 21 students achieved 3-Above Standard [error rate < 5 percent], one student achieved 2-At Standard [error rate 6-25 percent], and one student achieved 1-Below Standard [error rate > 25 percent] on the nine accounting principles assessed.

### EXHIBIT 3



## USE OF RESULTS

Given the high percentage of students who demonstrated mastery of this learning outcome, a recommendation was made to raise the mastery threshold to 80 percent. Faculty expressed concern that a small number of assessment cycles may not be indicative of a static measurement. Results from additional cycles would provide supplemental information to accurately assess students' mastery of this learning outcome. Faculty decided to continue to gather and monitor data over the next two to three assessment cycles.

While the current method of assessing student assignments was considered appropriate for the task, faculty did agree to remove the second attempt. This change will be implemented in the next assessment cycle. Faculty members felt that limiting submissions to a single attempt per question may provide additional, perhaps more accurate, learning outcome assessment information. While

rubrics are inherently subjective, the rubric used with this learning outcome was constructed around specific parameters effectively removing a substantial degree, if not all, subjectivity.

### LEARNING OUTCOME 3

#### *Management Skills*

Students will be able to apply basic management theories to reach appropriate business decisions.

### CRITERIA and MEASURES

Given assignment(s) on managerial skills, 70 percent of students should achieve a minimum score of 2 traits on a 3 trait scale as measured on the Management Skills Scoring Checklist (see Exhibit 4).

### EXHIBIT 4

**Management Skills Scoring Checklist  
Learning Outcome 3  
2015-2016 Assessment Cycle**

TRAIT	MET	NOT MET	COMMENTS
1 Demonstrates understanding of business operations, competition, priorities, and decisions			
2 Demonstrates understanding of internal and external factors that impact performance and long-term goals/strategies/vision in companies			
3 Demonstrates understanding of the relationship between the theory and application of basic management principles			

### METHODS

**Term: Spring 2016**

**Course(s): MGMT 371 – Sections 4A and 4V Principles of Management**

Assignments that required students to demonstrate their knowledge and understanding of business management principles were collected from two course sections of Principles of Management. Assignments were collected from 29 students in Section 4A and assignments were collected from 34 students in Section 4V. All identifying information was removed to ensure students' anonymity. Assignments were in the form of exams comprised of matching, true/false, multiple choice, and short answer questions. Assignments were assessed using the Management Skills Scoring Checklist. Two exam questions from each section are provided as Exhibit 5.

### EXHIBIT 5

BUSN 371-4A:

45. \_\_\_\_\_ theories emphasize the needs that motivate people. [TRAIT 3]
- A. Process
  - B. Reinforcement

- C. Content
- D. Contingency

50. Clemson Corp. has a number of people from all different backgrounds, and team conflicts occur at times between those with different education levels. This is due to \_\_\_\_\_. [TRAIT 1]
- A. communication breakdown
  - B. goal differences
  - C. power/status differences
  - D. scares resources

**BUSN 371-4V:**

33. Which is the final step in the MBO process? [TRAIT 1]
- a. appraise overall performance
  - b. develop an action plan
  - c. review progress
  - d. set goals
2. What is SWOT analysis (in detail). (5 points) [TRAIT 2]

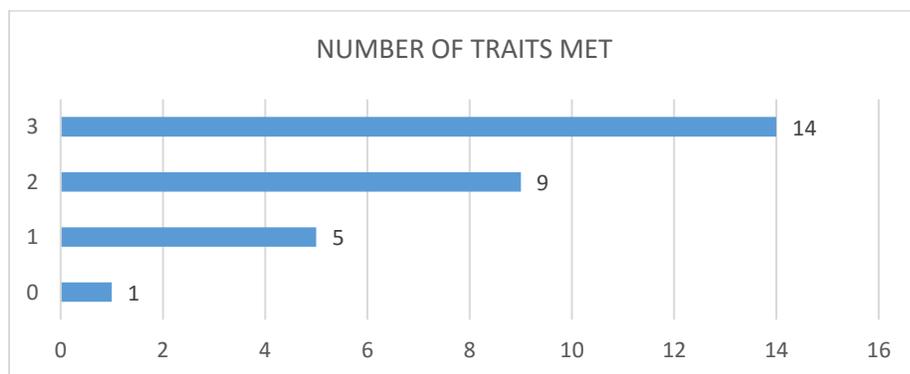
Individual questions were aligned to Traits 1, 2, or 3 as indicated on the scoring checklist (See Criteria and Measures). Individual questions answered correctly were assessed as meeting the aligned trait; conversely, questions answered incorrectly were assessed as not meeting the aligned trait. Each short answer question was assessed as having met the trait when greater than one-half to all of the assigned points were earned and not met if less than one-half of the assigned points were earned. Assignments assessed as meeting 2 or 3 traits were scored as having met Learning Outcome 3 – Management Skills.

To determine if a single trait was met, the following formula was used: Minimum # =  $S_q(.70)$ , where  $S_q$  is the number of questions per trait multiplied by .70 [70%], the percentage set for mastery. The following was used to determine the percentage of students who met this learning outcome: Percentage =  $S_b/n \times 100$ , where  $S_b$  is the number of students scoring 2-At Standard and 3-Above Standard and  $n$  is the total number of students.

**RESULTS**

Both sections met Learning Outcome 3. Twenty-three (23) of 29 students or 79 percent of students in Section 4A met the 70 percent threshold. As shown in Exhibit 9, 14 students met all three traits, 9 students met two traits, 5 students met one trait, and 1 student met zero traits.

**EXHIBIT 9**



In Section 4V, 25 of 34 students or 74 percent of students met the 70 percent threshold. As can be seen in Exhibit 7, 15 students met all three traits, 10 students met two traits, 6 students met one trait, and 3 students met zero traits.

**EXHIBIT 7**

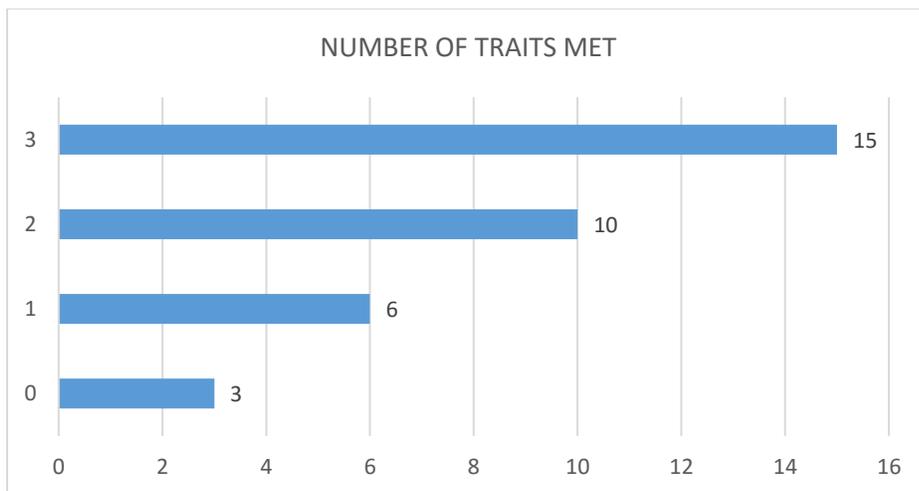
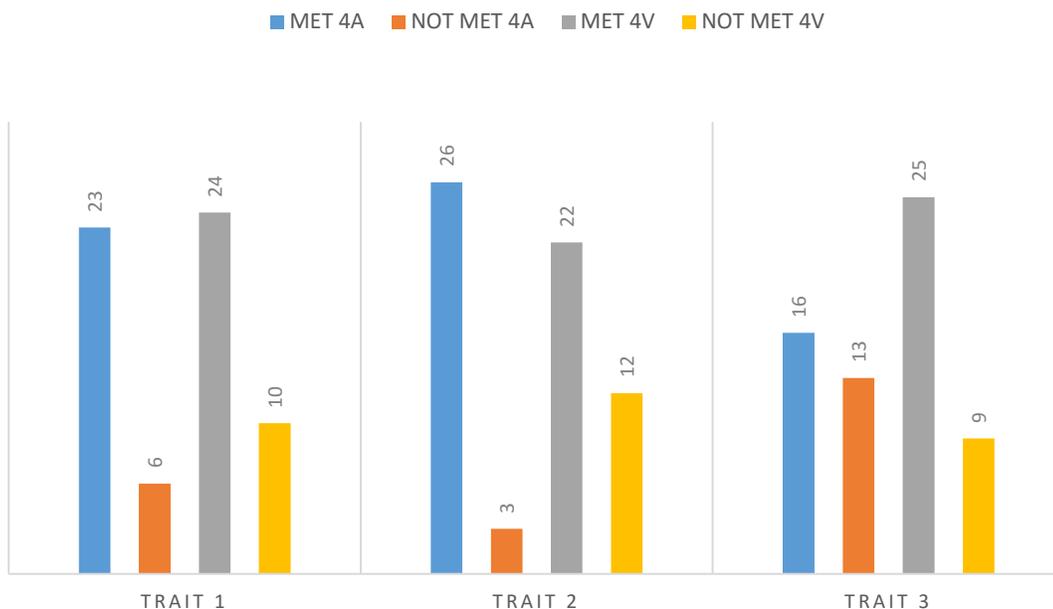


Exhibit 8 is a graphical representation of students who did or did not meet Traits 1-3 for both assessed sections – 4A and 4V.

**EXHIBIT 8**



**USE OF RESULTS**

A five (5) percentage point discrepancy in students who achieved the 70 percent mastery threshold was seen between the students in the two assessed sections. Faculty considered this difference

negligible; however, faculty will monitor the assessment scores over the next two or three assessment cycles. Additionally, faculty agreed that components – learning outcome, types of assignments utilized for assessment, scoring checklist – of the business degree program should be reviewed. The resulting determination offered by faculty after reviewing the assessments submitted for the two sections: 1) it would not be prudent to make revisions for this or any learning outcome based on one assessment cycle, and 2) a thorough review of the business program should reveal the areas that would benefit from revision.

## II FUTURE ASSESSMENT PLAN FOR YEARS 2016-2017

### MISSION STATEMENT

The mission of the Associate in Science (AS) in Business degree, offered through USC Lancaster, a regional campus of the University of South Carolina, is to provide educational opportunities that will prepare students for careers in business and industry as well as meet the preliminary requirements that transfer into the four-year Integrated Information Technology (ITEC) program offered at the University of South Carolina Columbia.

**NOTE:** The review conducted during the 2015-2016 assessment cycle resulted in faculty recommendations for program adjustments and revisions: updating the Mission Statement to align with current degree options, adjustments to learning outcomes, the curriculum aligned to the learning outcomes, and the assessment scoring instrument. Learning Outcome 1 was not included in the recommendations. (A minor revision was noted under Section I, Use of Results for Learning Outcome 1.) The recommendations are guiding the revisions currently under development for review by the University of South Carolina Lancaster (USCL) Curriculum Committee.

### GOAL 1

Students completing the Associate in Science in Business degree program at USC Lancaster will achieve a foundational understanding of business practices, financial and economic concerns, and information technologies for the workplace. In the process of acquiring this knowledge, they will develop the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of informed and enlightened citizenship in their communities and in the wider society.

### CURRICULUM

Curriculum identified for assessment of the learning outcomes for the Associate in Science Business degree are as follows:

#### LEARNING OUTCOME 1

##### *Accounting and Financial Skills*

ACCT 225 Introduction to Financial Accounting

**LEARNING OUTCOME 2*****Knowledge of Basic Legal Concepts***

ACCT 324 Survey of Commercial Law

**LEARNING OUTCOME 3*****Management Skills***

MGMT 371 Principles of Management

**LEARNING OUTCOME 4*****Effective Communication***

ITEC 242 Business Communications

ENGL 463 Business Writing

**LEARNING OUTCOME 1*****Accounting and Financial Skills***

Students should be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.

**CRITERIA and MEASURES**

Given assignment(s) on business financial operations, 70 percent of students should achieve a minimum score of 2-At Standard as measured on the Accounting and Financial Skills Scoring Rubric shown in Exhibit 9.

**EXHIBIT 9**

**Accounting and Financial Skills Scoring Rubric**  
**Associate in Science in Business**  
**Learning Outcome 1**  
**2016-2017 Assessment Cycle**

APC	1 BELOW STANDARD > 25% ERROR RATE	2 AT STANDARD 6% - 25% ERROR RATE	3 ABOVE STANDARD < 5% ERROR RATE
APC-04 Understanding the differences between cash and accrual accounting.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
APC-05 Understanding the accounting cycle.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
APC-06 Properly recording journal entries in a general journal format.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
APC-07 Properly recording adjusting entries	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.

APC-08 Properly recording closing entries.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
APC-09 Properly identifying the components of the financial statements.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
APC-11 Properly preparing a bank reconciliation.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
APC-12 Properly recording for receivables including uncollectible receivables.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.
APC-13 Properly recording the purchase & depreciation of long term assets.	Little or no understanding of the process is evidenced. Student has an error rate greater than 25 percent.	Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25 percent.	Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5 percent.

Students will be given assignments that will require them to demonstrate their accounting and financial skills. Assignments collected for assessment could consist of, but are not limited to direct measures such as case studies, accounting reports, review and critique of financial statements, court cases specific to business, projects, and exams. Indirect measures could include but are not limited to: course grades, observations, course evaluations, and/or Classroom Assessment Techniques (CAT) such as muddy point(s), student surveys, and/or group work. Group work is considered to develop valuable workplace skills, namely communication, collegiality, accountability, ethical standards, and fostering understanding of diversity. An example of a student survey is the Student Assessment of their Learning Gains (SALG). SALG survey provides university-level faculty with a means for collecting specific course evaluation feedback from students. SALG is a free, web-based survey; question formats include Likert Scale and open-ended questions. There are surveys in a number of disciplines created by faculty in universities across the nation that are readily available. Faculty also have the option of creating their own surveys specific to the business discipline.

## METHODS

- Working with the assessment committee, business faculty will look into the possible development and use of benchmarks to improve learning outcomes achievement and stimulate discussions on mapping students' development of knowledge and skills across the curriculum – curriculum mapping.
- Use of a single assessment to measure mastery of this learning outcome, in and of itself, does not offer assurances that students are mastering the learning outcome valued at either the business program level or as embodied in the USCL mission statement. Therefore, triangulation of results from two direct measures and one indirect measure of this learning outcome will be discussed in earnest.
- Determinations will be made as to the appropriate assessment cycle for this learning outcome.

- If selected for assessment, faculty teaching this course will be notified at the start of the fall and/or spring semesters as warranted.
- Student Assignments will continue to be assessed through the web-based program CengageNOW and the Accounting and Financial Skills Scoring Rubric.
- Assessment will be collected from identified faculty, identifying information removed to ensure student anonymity, and copies given to assessment committee reviewers for assessment.
- Reviewers will return scored assignments to the assessment coordinator for organization and development of the assessment report, entering said report into the assessment planner.
- Upon receipt of feedback on the report, information will be shared with faculty members.

## **LEARNING OUTCOME 2**

### ***Knowledge of Legal Concepts***

Students should be able to identify and describe basic legal concepts specific to business law, and the judicial system.

### **CRITERIA and MEASURES**

Given assignment(s) on legal concepts, 70 percent of students should achieve a minimum score commensurate with achieving mastery as indicated on the Knowledge of Legal Concepts Scoring Checklist/Rubric. Currently criteria and measures are under revision according to recommendations made as a result of the review conducted by the business degree program faculty.

**SCORING INSTRUMENT:** The current scoring instrument is undergoing revision based on recommendations by the business degree program faculty.

Students will be given assignments that will require them to demonstrate their knowledge and understanding of basic legal concepts specific to business law and the judicial system in relation to business. Assignments could consist of, but not limited to direct measures such as case briefs, research papers, review of court cases, presentations, and exams. Indirect measures could include but are not limited to: course grades, observations, group work, Classroom Assessment Techniques (CAT) such as muddiest point, and student surveys. Group work is considered to develop valuable workplace skills, namely communication, collegiality, accountability, ethical standards, and fostering understanding of diversity. An example of a student survey is the Student Assessment of their Learning Gains (SALG). SALG survey provides university-level faculty with a means for collecting specific course evaluation feedback from students. SALG is a free, web-based survey; question formats include Likert Scale and open-ended questions. There are surveys in a number of disciplines created by faculty in universities across the nation that are readily available. Faculty also have the option of creating their own surveys specific to the business discipline.

## METHOD

- Following faculty generated recommendations resulting from the review conducted during the 2015-2016 assessment cycle, this learning outcome is undergoing revision,
  - Working with the assessment committee, business faculty will look into the possible development and use of benchmarks to improve learning outcomes achievement and stimulate discussions on mapping students' development of knowledge and skills across the curriculum – curriculum mapping.
  - Use of a single assessment to measure mastery of this learning outcome, in and of itself, does not offer assurances that students are mastering the learning outcome valued at either the business program level or as embodied in the USCL mission statement. Therefore, triangulation of results from two direct measures and one indirect measure of this learning outcome will be discussed in earnest.
  - Full-time and adjunct faculty<sup>1</sup> will receive notifications of scheduled meetings where assessments will be discussed and used to build the business program. Historically, adjuncts have not been included in these meetings, they have generally been requested to supply assignments for assessments without being given information to develop a true understanding of the value of assessments.
  - The first meeting will address the importance of assessments, build a baseline of assessment knowledge and throughout the semester provide assistance to close the assessment understanding gap. It is the desire of the assessment committee to provide adjuncts (and some full time faculty) with information and direction to scaffold their understanding of the “what and how” of authentic and accurate assessments.
    - To be authentic, assignments and by extension assessments should have a real-world connection through which students' application of essential skills and knowledge are evidenced.
    - To be accurate, the assessment must measure what it purports to measure.
- The expectation of the assessment committee is that inclusion of all business faculty in all assessment related discussions will encourage development of a faculty learning community where candid discussions on the program's strengths and weaknesses will lead to program improvement and effectiveness.
- Determinations will be made as to the appropriate assessment cycle for this learning outcome.
  - If selected for assessment, faculty teaching this course will be notified at the start of the fall and/or spring semesters as warranted.

---

<sup>1</sup> It should be noted that one adjunct instructor who teaches the course designated for assessment of Learning Outcome 2 has stated that assessments are not part of the contract. Should inclusion in faculty meetings where assessment is discussed not produce the desired participatory outcome or the instructor continues to fail to respond to requests for student assignments for assessment, the matter will be turned over to Administration. While not within the purview of the Assessment Committee, the committee has discussed the possibility that adjunct instructor contracts contain verbiage pertinent to the submission of viable student assignments for assessment. Should the matter be turned over to Administration, the assessment coordinator will relay the committee's suggestion regarding adjunct contracts.

- Assessment will be collected from identified faculty, identifying information removed to ensure student anonymity, and copies given to assessment committee reviewers for assessment.
- Reviewers will return scored assignments to the assessment coordinator for organization and development of the assessment report, entering said report into the assessment planner.
- Upon receipt of feedback on the report, information will be shared with faculty members.
- Possible development of an assessment platform on Blackboard for the use of business faculty is under consideration.

### **LEARNING OUTCOME 3**

#### ***Management Skills***

Students will be able to apply basic management theories to reach appropriate business decisions.

#### **CRITERIA and MEASURES**

Given assignment(s) on managerial skills, 70 percent of students should achieve a minimum score commensurate with achieving mastery as indicated on the Management Skills Scoring Checklist/Rubric. Currently criteria and measures are under revision according to recommendations made as a result of the review conducted by the business program faculty.

**SCORING INSTRUMENT:** The current scoring instrument is undergoing revision based on recommendations by the business degree program faculty.

Students will be given assignments that will require them to demonstrate their knowledge and understanding of management theories and theories appropriate to decisions made in the business setting. Assignments could consist of, but not limited to direct measures such as research papers, presentations, exams, projects, and case studies. Indirect measures could include but are not limited to: course grades, observations, course evaluations, Classroom Assessment Techniques (CAT) such as muddy point(s), student surveys, and/or group work. Group work is considered to develop valuable workplace skills, namely communication, collegiality, accountability, ethical standards, and fostering understanding of diversity. An example of a student survey is the Student Assessment of their Learning Gains (SALG). SALG survey provides university-level faculty with a means for collecting specific course evaluation feedback from students. SALG is a free, web-based survey; question formats include Likert Scale and open-ended questions. There are surveys in a number of disciplines created by faculty in universities across the nation that are readily available. Faculty also have the option of creating their own surveys specific to the business discipline.

#### **METHODS**

- Following faculty generated recommendations resulting from the review conducted during the 2015-2016 assessment cycle, this learning outcome is undergoing revision.
- Working with the assessment committee, business faculty will look into the possible development and use of benchmarks to improve learning outcomes achievement and

stimulate discussions on mapping students' development of knowledge and skills across the curriculum – curriculum mapping.

- Use of a single assessment to measure mastery of this learning outcome, in and of itself, does not offer assurances that students are mastering the learning outcome valued at either the business program level or as embodied in the USCL mission statement. Therefore, triangulation of results from two direct measures and one indirect measure of this learning outcome will be discussed in earnest.
  - Full-time and adjunct faculty will receive notifications of scheduled meetings where assessments will be discussed and used to build the business program. Historically, adjuncts have not been included in these meetings, they have generally been requested to supply assignments for assessments without being given information to develop a true understanding of the value of assessments.
  - The first meeting will address the importance of assessments, build a baseline of assessment knowledge and throughout the semester provide assistance to close the assessment understanding gap. It is the desire of the assessment committee to provide adjuncts (and some full time faculty) with information and direction to scaffold their understanding of the “what and how” of authentic and accurate assessments.
    - To be authentic, assignments and by extension assessments should have a real-world connection through which students' application of essential skills and knowledge are evidenced.
    - To be accurate, the assessment must measure what it purports to measure.
- The expectation of the assessment committee is that inclusion of all business faculty in assessment related discussions will encourage development of a faculty learning community where candid discussions on the program's strengths and weaknesses will lead to program improvement and effectiveness.
- Determinations will be made as to the appropriate assessment cycle for this learning outcome.
  - If selected for assessment, faculty teaching this course will be notified at the start of the fall and/or spring semesters as warranted.
  - Assessment will be collected from identified faculty, identifying information removed to ensure student anonymity, and copies given to assessment committee reviewers for assessment.
  - Reviewers will return scored assignments to the assessment coordinator for organization and development of the assessment report, entering said report into the assessment planner.
  - Upon receipt of feedback on the report, information will be shared with faculty members.
  - Possible development of an assessment platform on Blackboard for the use of business faculty is under consideration.

#### **LEARNING OUTCOME 4**

##### ***Effective Communication***

Students should be able to communicate effectively for a business environment.

**CRITERIA and MEASURES**

Given assignment(s) on business communication, 70 percent of students should achieve a minimum score commensurate with achieving mastery as indicated on the Business Communication Scoring Checklist/Rubric. Currently criteria and measures are under revision according to recommendations made as a result of the review conducted by the business program faculty.

**SCORING INSTRUMENT:** The current scoring instrument is undergoing revision based on recommendations by the business degree program faculty.

Students will be given assignments that will require them to demonstrate their knowledge and understanding of effective business communication. Assignments could consist of, but not limited to direct measures such as constructing resumes, business letters, developing a business portfolio, presentations, interviewing techniques, and exams. Indirect measures could include but are not limited to: course grades, observations, course evaluations, Classroom Assessment Techniques (CAT) such as muddy point(s), student surveys, and/or group work. Group work is considered to develop valuable workplace skills, namely communication, collegiality, accountability, ethical standards, and fostering understanding of diversity. An example of a student survey is the Student Assessment of their Learning Gains (SALG). SALG survey provides university-level faculty with a means for collecting specific course evaluation feedback from students. SALG is a free, web-based survey; question formats include Likert Scale and open-ended questions. There are surveys in a number of disciplines created by faculty in universities across the nation that are readily available. Faculty also have the option of creating their own surveys specific to the business discipline.

**METHODS**

- Following faculty generated recommendations resulting from the review conducted during the 2015-2016 assessment cycle, this learning outcome is undergoing revision with the expectancy of improving the business degree program.
- Working with the assessment committee, business faculty will look into the possible development and use of benchmarks to improve learning outcomes achievement and stimulate discussions on mapping students' development of knowledge and skills across the curriculum – curriculum mapping.
- Use of a single assessment to measure mastery of this learning outcome, in and of itself, does not offer assurances that students are mastering the learning outcome valued at either the business program level or as embodied in the USCL mission statement. Therefore, triangulation of results from two direct measures and one indirect measure of this learning outcome will be discussed in earnest.
- Full-time and adjunct faculty will receive notifications of scheduled meetings where assessments will be discussed and used to build the business program. Historically, adjuncts have not been included in these meetings, they have generally been requested to supply assignments for assessments without being given information to develop a true understanding of the value of assessments.
  - The first meeting will address the importance of assessments, build a baseline of assessment knowledge and throughout the semester provide assistance to close

the assessment understanding gap. It is our desire to provide adjuncts (and some full time faculty) with information and direction to scaffold their understanding of the “what and how” of authentic and accurate assessments.

- To be authentic, assignments and by extension assessments should have a real-world connection through which students’ application of essential skills and knowledge are evidenced.
- To be accurate, the assessment must measure what it purports to measure.

The expectation of the assessment committee is that inclusion of all business faculty in assessment related discussions will encourage development of a faculty learning community where candid discussions on the program’s strengths and weaknesses will lead to program improvement and effectiveness.

- Determinations will be made as to the appropriate assessment cycle for this learning outcome.
- If selected for assessment, faculty teaching this course will be notified at the start of the fall and/or spring semesters as warranted.
- Assessment will be collected from identified faculty, identifying information removed to ensure student anonymity, and copies given to assessment committee reviewers for assessment.
- Reviewers will return scored assignments to the assessment coordinator for organization and development of the assessment report, entering said report into the assessment planner.
- Upon receipt of feedback on the report, information will be shared with faculty members.
- Possible development of an assessment platform on Blackboard for the use of business faculty is under consideration.