

# Palmetto College - Regional Sites - AS Business (Lancaster) 2017 - 2018 Assessment Plan

## I. ANNUAL REPORT 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. The recommendations are guiding the revisions currently under development for review by the USCL Curriculum Committee.*

### Goal 1.

Students completing the AS in Business degree program at USCL 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 AS 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*

As a result of instruction and student participation, students should be able to perform basic functions of business financial operations to make informed decisions about the operating performance and financial position of a company.

##### **Measures and Criteria**

Given assignment(s) on business financial operations, 70% of students should achieve a minimum score of 2-At Standard as measured on the Accounting and Financial Skills scoring rubric shown in Table I.I.

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 develops valuable real-world 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. The following formula will be used to determine the percentage of students who meet this learning outcome:  $\text{Percentage} = \frac{S_p}{n} \times 100$ , where  $S_p$  is the number of students who meet specified criteria and  $n$  is the total number of students.

Table I.I. Accounting and Financial Skills scoring rubric for use in the 2016-2017 assessment cycle.

| APC   | 1   | 2  | 3   |
|---|---|--|---|
|   | BELOW STANDARD<br>> 25% ERROR RATE  | AT STANDARD<br>6% - 25% ERROR RATE   | ABOVE STANDARD  |
| APC-04<br>Understanding the differences between cash and accrual accounting.      | Little or no understanding of the process is evidenced. Student has an error rate of > 25%. | Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25%. | Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5%. |
| APC-05<br>Understanding the accounting cycle.                                     | Little or no understanding of the process is evidenced. Student has an error rate of > 25%. | Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25%. | Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5%. |
| APC-06<br>Properly recording journal entries in a general journal format.         | Little or no understanding of the process is evidenced. Student has an error rate of > 25%. | Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25%. | Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5%. |
| APC-07<br>Properly recording adjusting entries                                    | Little or no understanding of the process is evidenced. Student has an error rate of > 25%. | Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25%. | Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5%. |
| APC-08<br>Properly recording closing entries.                                     | Little or no understanding of the process is evidenced. Student has an error rate of > 25%. | Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25%. | Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5%. |
| APC-09<br>Properly identifying the components of the financial statements.        | Little or no understanding of the process is evidenced. Student has an error rate of > 25%. | Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25%. | Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5%. |
| APC-11<br>Properly preparing a bank reconciliation.                               | Little or no understanding of the process is evidenced. Student has an error rate of > 25%. | Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25%. | Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5%. |
| APC-12<br>Properly recording for receivables including uncollectible receivables. | Little or no understanding of the process is evidenced. Student has an error rate of > 25%. | Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25%. | Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5%. |
| APC-13<br>Properly recording the purchase & depreciation of long term assets.     | Little or no understanding of the process is evidenced. Student has an error rate of > 25%. | Demonstrated a competent level of knowledge. Student artifact indicated an error rate of 6 to 25%. | Demonstrated exceptional knowledge of the procedure. Student has an error rate of < 5%. |

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## Methods

- 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.
- Assignments designated for 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 not be related to the discipline of the assignments they are assessing.
- 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.

## Results

Forty-six, 23 from each of the two sections of ACCT 225, assignments that required students to demonstrate their accounting and financial skills were collected for assessment. All identifying information was obscured to ensure students' anonymity. Student 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 and Programs (ACBSP). The program, as utilized during this assessment cycle, generated financial accounting problems using an algorithmic method. Each score reported by CengageNOW was entered into an Excel worksheets, as shown in Tables 2 and 3. Scores were then aligned with the scoring rubric shown in Table 1.1. The scoring rubric was developed using the Accounting Principle Concepts (APC) as traits. Results were calculated at both the individual student and whole-class levels to determine levels of mastery attained for this learning outcome. Results were evaluated by members of the assessment committee member unrelated to the business discipline. The following formula was used to determine the percent of students in this course who met the accounting and financial learning outcome:  $\text{percent} = \frac{S_p}{n} 100$ , where  $S_p$  is the number of students scoring 2-At Standard to 3-Above Standard and  $n$  is the total number of students.

The accounting and financial skills learning outcome was met by both sections of the course meeting or exceeding the 70% benchmark set for mastery. Results reflected identical results:

- ACCT 225-4B 17 of 23 students, 74%, met 70% benchmark
- ACCT 225-4D 17 of 23 students, 74%, met 70% benchmark

A review of the results also illustrated identical results for scores Above Standard-3, At Standard-2, and Below Standard-1 for the two sections:

### ACCT 225-4B

- 05 of 23 students, or 22%, scored Above Standard-3
- 12 of 23 students, or 52%, scored At Standard-2
- 06 of 23 students, or 26%, scored Below Standard-1

### ACCT 225-4D

- 05 of 23 students, or 22%, scored Above Standard-3
- 12 of 23 students, or 52%, scored At Standard-2
- 06 of 23 students, or 26%, scored Below Standard-1

**Table 2. Sample Excel entries for ACCT-4B**

| Above Standard:<br>Error Rate of<br>5% or less | At Standard:<br>Error Rate of<br>6% to 25% | Below<br>Standard: | Total in<br>Sample |
|--|--|--------------------|--------------------|
|--|--|--------------------|--------------------|

|     |     |     |      |     |    |    | Error Rate<br>of > 25% |    |
|-----|-----|-----|------|-----|----|----|------------------------|----|
| 19  | 20  | 21  | 22   | 23  |    |    |                        |    |
| na  | na  | na  | na   | na  | -  | -  | -                      | -  |
| na  | na  | na  | na   | na  | -  | -  | -                      | -  |
| 78% | 77% | 89% | 98%  | 98% | 9  | 12 | 2                      | 23 |
| 72% | 86% | 70% | 78%  | 97% | 9  | 5  | 9                      | 23 |
| 97% | 55% | 33% | 100% | 95% | 13 | -  | 10                     | 23 |
| 59% | 57% | 68% | 90%  | 86% | 4  | 11 | 8                      | 23 |
| 80% | 74% | 70% | 100% | 99% | 10 | 7  | 5                      | 22 |
| 70% | 54% | 67% | 93%  | 99% | 5  | 10 | 7                      | 22 |
| 61% | 68% | 66% | 93%  | 87% | 5  | 10 | 8                      | 23 |
| 74% | 67% | 66% | 93%  | 94% | 5  | 12 | 6                      | 23 |

**Table 3. Sample Excel entries for ACCT 225-4D**

|      |     |     |     |      | Above Standard:<br>Error Rate of<br>5% or less | At Standard:<br>Error Rate of<br>6% to 25% | Below<br>Standard:<br>Error Rate<br>of > 25% | Total in<br>Sample |
|------|-----|-----|-----|------|--|--|--|--------------------|
| 19   | 20  | 21  | 22  | 23   |  |  |  |                    |
| na   | na  | na  |     |      | -  | -  | -  | -                  |
| na   | na  | na  |     |      | -  | -  | -  | -                  |
| 75%  | 47% | 93% | 79% | 97%  | 6  | 15   | 2  | 23                 |
| 71%  | 72% | 92% | 59% | 100% | 4  | 12   | 7  | 23                 |
| 100% | 0%  | 99% | 67% | 99%  | 12   | 1  | 10   | 23                 |
| 81%  | 22% | 86% | 66% | 94%  | 1  | 14   | 8  | 23                 |
| 84%  | 88% | 99% | 99% | 100% | 7  | 9  | 6  | 22                 |
| 64%  | 98% | 99% | 93% | 98%  | 8  | 3  | 11   | 22                 |
| 94%  | 50% | 99% | 85% | 88%  | 5  | 8  | 10   | 23                 |
| 87%  | 38% | 95% | 78% | 97%  | 5  | 12   | 6  | 23                 |

The results for this assessment cycle show a decrease in the percentage of students who scored at or above standard from 95% in the 2015-2016 assessment cycle to 74% for the current assessment cycle. This drop is attributed to the removal of the second attempt function that provided students an additional attempt at calculating missed questions. The decision to remove the second attempt function was made by faculty during the 2015-2016 review of results. NOTE: A graphical presentation of the results could not be uploaded to this report.

#### **Use of Results**

A preliminary review of the results by faculty was directed by the chair of the assessment committee, at this time it was determined that changes to the assessment process utilized with this learning outcome are not warranted. A more in-depth review will be conducted at the start of the Fall 2017 semester. It was recommended that during the Fall review faculty may want to consider an item analysis be undertaken to determine specific problematic areas, if any, especially with the close similarities in scores in the two sections of the course.

#### **Learning Outcome 2.**

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

As a result of instruction and student participation, students should be able to identify and describe basic legal concepts specific to business and civil court.

##### **Measures and Criteria**

Given assignment(s) on legal concepts, 70% of students should achieve a minimum score commensurate with achieving mastery as indicated on the Knowledge of Legal Concepts scoring checklist or rubric. Currently criteria and measures are under revision.

**SCORING INSTRUMENT:** The current scoring instrument is undergoing revision.

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 develops valuable real-world 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. The following formula will be used to determine the percentage of students who meet this learning outcome:  $\text{Percentage} = S_p/n \times 100$ , where  $S_p$  is the number of students who meet specified criteria and  $n$  is the total number of students.

#### Methods

- This learning outcome is undergoing revision.
- Business faculty will look into the possible development and use of benchmarks to improve learning outcomes achievement. The use of benchmarks can also stimulate thoughtful discussions on curriculum mapping – mapping students' development of knowledge and skills across the curriculum.
- 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.
- To build adjuncts' understanding of the value quality assessment can be to the program, adjuncts (and any interested full time faculty) will be provided with information and direction to scaffold their understanding of the "what and how" of authentic and accurate assessments. The expectation 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.
- 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.
- Assignments designated for 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 not be related to the discipline of the assignments they are assessing.
- 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.
- A Blackboard assessment platform has been initiated with the creation of a "sandbox" to build the platform for assessment use. Completion of the assessment platform on Blackboard for use by business department faculty as well as other two-year degree programs will take place if it is determined this would be in the best interest of all parties.

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<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.

#### Results

Twenty-five assignments that required students to demonstrate their knowledge and understanding of legal concepts were collected for assessment. All identifying information was obscured to ensure students' anonymity. Members of the assessment committee assessed student artifacts using a quantitative approach. Student artifacts submitted for assessment consisted of a matching and short answer exam. Each question was aligned to a rubric previously used for assessment. There were 27 total questions, 7 of which were short answer each valued at multiple points. Those short answer questions where the points awarded totaled a minimum of 70% of the total points were considered to have met the expectation. Results were calculated in three parts. First, individual percentages were calculated for each submitted artifact to determine if the artifact met the 70% benchmark for mastery. The following formula was used to make the initial determination:  $\text{Percentage} = S_c/n \times 100$ , where  $S_c$  is the total correct responses and  $n$  is the total number of points. Second, when individual student artifacts were assessed, results reflected:

- 04 students or 16% - benchmark met at 90%

- 10 students or 40% - benchmark met at 80%
- 04 students or 16% - benchmark met at 70%
- 07 students or 28% - benchmark not met (<70%)

Third, determination of the percentage of students whose submitted artifacts met the 70% benchmark was made using the following formula:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  is the number of students who meet specified criteria and  $n$  is the total number of students. The Legal Concepts learning outcome was met by 18 of 25 students, or 72%. The 70% benchmark for this learning outcome was met. NOTE: A graphic representation of the results was created to be included with this report; however, it could not be uploaded to the report.

#### **Use of Results**

A preliminary review of the results by faculty was directed by the chair of the assessment committee, with a more in-depth review to be conducted at the start of the Fall 2017 semester. A revised rubric was developed and will be reviewed and finalized by faculty at the start of the Fall semester to be used with the 2017-2018 assessment cycle. Faculty indicated during the preliminary review that no changes are warranted at this time, aside from the revised rubric.

#### **Learning Outcome 3.**

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

As a result of instruction and student participation, students should be able to apply management theories and concepts to generate effective business decisions.

##### **Measures and Criteria**

Given assignment(s) on managerial skills, 70% of students should achieve a minimum score commensurate with achieving mastery as indicated on the Management Skills scoring checklist or rubric. Currently criteria and measures are under revision.

**SCORING INSTRUMENT:** The current scoring instrument is undergoing revision.

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 develops valuable real-world 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. The following formula will be used to determine the percentage of students who meet this learning outcome:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  is the number of students who meet specified criteria and  $n$  is the total number of students.

##### **Methods**

- This learning outcome is undergoing revision.
- Business faculty will look into the possible development and use of benchmarks to improve learning outcomes achievement. The use of benchmarks can also stimulate thoughtful discussions on curriculum mapping – mapping students' development of knowledge and skills across the curriculum.
- 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.
- To build adjuncts' understanding of the value quality assessment can be to the program, adjuncts (and any interested full time faculty) will be provided with information and direction to scaffold their understanding of the "what and how" of authentic and accurate assessments. The expectation 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.
- Assignments designated for 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 not be related to the discipline of the assignments they are assessing.
- 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.
- A Blackboard assessment platform has been initiated with the creation of a "sandbox" to build the platform for assessment use. Completion of the assessment platform on Blackboard for use by business department faculty as well as other two-year degree programs will take place if it is determined this would be in the best interest of all parties.

## **Results**

Twenty-eight assignments that required students to demonstrate their knowledge and understanding of managerial skills were collected for assessment. All identifying information was obscured to ensure students' anonymity. Members of the assessment committee assessed student artifacts using a quantitative approach. Student artifacts submitted for assessment consisted of a multiple choice, matching, and true/false exam. Each of the 75 questions was aligned to a rubric previously used for assessment and valued at one (1) point for calculation purposes. Results were calculated in three parts. First, individual percentages were calculated for each submitted artifact to determine if the artifact met the 70% benchmark for mastery. The following formula was used to make the initial determination:  $\text{Percentage} = S_c/n \times 100$ , where  $S_c$  is the total correct responses and  $n$  is the total number of points. Second, when individual student artifacts were assessed, results reflected:

- 07 students, 25%, met benchmark at 90%
- 05 students, 18%, met benchmark at 80%
- 04 students, 14%, met benchmark at 70%
- 12 students, 43%, did not meet benchmark (<70%)

Third, determination of the percentage of students who met the 70% benchmark, the following formula was used:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  is the number of students who met specified criteria and  $n$  is the total number of students. The Management Skills learning outcome was met by 16 of 28 students, or 57%. The 70% benchmark for this learning outcome was not met. NOTE: A graphic representation of the results was created to be included with this report; however, it could not be uploaded to the report.

### **Use of Results**

A preliminary review of the results by faculty was conducted by the chair of the assessment committee, with a more in-depth review to be conducted at the start of the Fall 2017 semester. A revised rubric was developed and will be reviewed and finalized by faculty at the start of the Fall semester to be used with the 2017-2018 assessment cycle. Modifications to the courses used for assessment purposes is also under consideration. While changes are not anticipated, faculty plan to critically review the results of this learning outcome at the start of the Fall 2017 semester. After the Fall review, should it be determined that changes are in order faculty will determine, at that time, when to begin implementation.

## **Learning Outcome 4.**

### ***Effective Communication***

As a result of instruction and student participation, students should be able to deliver oral and written communication appropriate for a variety of business situations.

### **Measures and Criteria**

Given assignment(s) on business communication, 70% of students should achieve a minimum score commensurate with achieving mastery as indicated on the Business Communication scoring checklist or rubric. Currently criteria and measures are under revision.

**SCORING INSTRUMENT:** The current scoring instrument is undergoing revision.

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 develops valuable real-world 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. The following formula will be used to determine the percentage of students who meet this learning outcome:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  is the number of students who meet specified criteria and  $n$  is the total number of students.

#### Methods

- This learning outcome is undergoing revision.
- Business faculty will look into the possible development and use of benchmarks to improve learning outcomes achievement. The use of benchmarks can also stimulate thoughtful discussions on curriculum mapping – mapping students' development of knowledge and skills across the curriculum.
- 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.
- To build adjuncts' understanding of the value quality assessment can be to the program, adjuncts (and any interested full time faculty) will be provided with information and direction to scaffold their understanding of the "what and how" of authentic and accurate assessments. The expectation 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.
- Assignments designated for 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 not be related to the discipline of the assignments they are assessing.
- 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.
- A Blackboard assessment platform has been initiated with the creation of a "sandbox" to build the platform for assessment use. Completion of the assessment platform on Blackboard for use by business department faculty as well as other two-year degree programs will take place if it is determined this would be in the best interest of all parties.

#### Results

Twenty-two assignments that required students to demonstrate their written communication skills by constructing a *résumé* cover letter were collected for assessment. All identifying information was obscured to ensure students' anonymity. Members of the assessment committee assessed student artifacts using a rubric developed by a faculty member of the English department. Each artifact received three scores. Artifacts meeting a minimum of two of the three criteria were considered to have met the expectation. To determine the percentage of students who met this learning outcome, the following formula was used:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  is the number of students who met specified criteria and  $n$  is the total number of students. The Business Communication learning outcome did not meet the 70% benchmark. Thirteen of 22 students, or 59%, met the 70% benchmark. Of the three criteria on the rubric used for assessment – audience, mechanics, format – student artifacts were found to be strongest in audience and format and weakest in mechanics. See below for specifics. NOTE: A graphical representation of the results was created to be included with this report; however, it could not be uploaded to the report.

- 13 of 22 students, 59%, met the benchmark
- 09 of 22 students, 41%, did not meet the benchmark
  - 21 of 22 students met Audience criteria
  - 01 of 22 students met Mechanics criteria
  - 13 of 22 students met Format criteria

#### Use of Results

A preliminary review of the results by Business faculty was conducted, with a more in-depth review to be conducted at the start of the Fall 2017 semester. Revision to the rubric was deemed a primary target for change. A revised rubric was developed and will be reviewed and finalized by faculty at the start of the Fall semester to be used with the 2017-2018 assessment cycle. Suggestions to be taken up at the Fall review were consideration to the modifications of the courses currently used to assess this learning

outcome. Currently, Business Writing is the sole course used for assessment purposes. Changes, if any, in the curriculum identified for assessment of business writing during the Fall review will be done with the 2018-2019 assessment cycle in mind.

## **II. FUTURE ASSESSMENT PLAN FOR YEARS 2017 - 2018**

### **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. The recommendations are guiding the revisions currently under development for review by the USCL Curriculum Committee.*

### **Goal 1.**

Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate accounting and financial skills.

### **Curriculum**

ACCT 225 Introduction to Financial Accounting

#### **Learning Outcome 1.**

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of accounting and financial operations by performing basic functions of business financial operations.

#### **Measures and Criteria**

Given an assignment on business financial operations, 70% of students should achieve mastery level, designated as a minimum score of 2-At Standard as measured on the Accounting and Financial Skills Scoring rubric shown in Table 1 in the Methods section.

#### **Methods**

### **ASSESSMENT PLAN FOR 2017-2018**

#### **NOTIFICATION**

##### **Fall 2017**

- Appropriate faculty will be notified via email no later than 1 Aug 2017.
- For courses with multiple sections, all sections will be assessed.
- Courses taught in a traditional setting off-campus will be assessed.
- Reminder emails will be sent the appropriate faculty upon return from Fall break.

##### **Spring 2018**

- Appropriate faculty will be notified via email no later than mid-Dec 2017.
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#### **PROCESS**

- Upon notification of their availability, student artifacts will be collected at the end of the appropriate semester.
- Artifacts will be copied, stripped of identifying information, and originals returned to appropriate faculty.
- Student artifacts, rubrics, and scoring sheets will be distributed to assessment committee members, to include the chair of the committee, for assessment.
- Assessed artifacts will be returned to the chair of the assessment committee for tabulation and development of the final report and executive summary.
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- Results for the Spring 2018 semester will be distributed to appropriate faculty for review and discussion at the beginning of the Fall 2018 semester.

- Results for fall and spring semesters will be entered into the Assessment Planner Composer by 30 Jun 2018.

The assignment submitted will be assessed by the rubric shown in Table 1.

Table 1. Accounting and financial skills assessment rubric.

| APC  | 1<br>Below Standard<br>> 25% Error Rate                | 2<br>At Standard<br>- 25% Error Rate<br>6%         | 3<br>Above Standard<br>< 5% Error Rate         |
|--|--|--|--|
| APC - 04:<br>Understands differences between cash & accrual accounting.          | Little understanding of the process. Error rate > 25%  | Competent level of knowledge. Error rate 6 to 25%. | Excellent level of knowledge. Error rate < 5%. |
| APC - 05:<br>Understands accounting cycle.                                       | Little understanding of the process. Error rate > 25%. | Competent level of knowledge. Error rate 6 to 25%. | Excellent level of knowledge. Error rate < 5%. |
| APC-06:<br>Properly records journal entries in general journal format.           | Little understanding of the process. Error rate > 25%. | Competent level of knowledge. Error rate 6 to 25%. | Excellent level of knowledge. Error rate < 5%. |
| APC-07:<br>Properly records adjusting entries                                    | Little understanding of the process. Error rate > 25%. | Competent level of knowledge. Error rate 6 to 25%. | Excellent level of knowledge. Error rate < 5%. |
| APC-08:<br>Properly records closing entries.                                     | Little understanding of the process. Error rate > 25%. | Competent level of knowledge. Error rate 6 to 25%. | Excellent level of knowledge. Error rate < 5%. |
| APC-09:<br>Properly identifies components of financial statements.               | Little understanding of the process. Error rate > 25%. | Competent level of knowledge. Error rate 6 to 25%. | Excellent level of knowledge. Error rate < 5%. |
| APC-11:<br>Properly prepares a bank reconciliation.                              | Little understanding of the process. Error rate > 25%. | Competent level of knowledge. Error rate 6 to 25%. | Excellent level of knowledge. Error rate < 5%. |
| APC-12:<br>Properly records for receivables including uncollectible receivables. | Little understanding of the process. Error rate > 25%. | Competent level of knowledge. Error rate 6 to 25%. | Excellent level of knowledge. Error rate < 5%. |
| APC-13:<br>Properly records long term assets purchase & depreciation.            | Little understanding of the process. Error rate > 25%. | Competent level of knowledge. Error rate 6 to 25%. | Excellent level of knowledge. Error rate < 5%. |

## Goal 2.

Upon successful completion of the requirements for the Associate of Science Business degree program, students will be able to demonstrate their knowledge and understanding of basic legal concepts.

### Curriculum

ACCT 324 Survey of Commercial Law

#### Learning Outcome 1.

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of basic legal concepts by identifying and describing basic legal concepts specific to business and civil court.

#### Measures and Criteria

Given an assignment on legal concepts related to business, it is anticipated that 70% of students should achieve mastery level. The formula:  $\text{Percentage} = \frac{S_p}{n} \times 100$ , where  $S_p$  is the number of students who

meet specified criteria and n is the total number of students will be used to determine the percentage of students who meet the 70% benchmark.

#### **Methods**

Submitted artifacts will be assessed either qualitatively or quantitatively. At the time of this report, the type of assessment method, quantitative or qualitative, has not been determined.

The assessment rubric for this learning outcome has been reworked and is awaiting finalization. The final review will be conducted at the start of the fall 2017 semester. Given that information presented in this portion of the report cannot be revised, the assessment rubric for this learning outcome is not presented to avoid the inclusion of possibly incorrect scoring information when the 2017-2018 assessment cycle results are reported.

### **ASSESSMENT PLAN FOR 2017-2018.**

#### **NOTIFICATION**

##### **Fall 2017**

- Appropriate faculty will be notified via email no later than 1 Aug 2017.
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##### **Spring 2018**

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#### **PROCESS**

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- Results for fall and spring semesters will be entered into the Assessment Planner Composer by 30 Jun 2018.

#### **Goal 3.**

Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate their knowledge and understanding of management skills.

#### **Curriculum**

**MGMT 371 Principles of Management**

##### **Learning Outcome 1.**

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of management theories and concepts to generate effective business decisions.

##### **Measures and Criteria**

Given an assignment on managerial skills, it is anticipated that 70% of students should achieve mastery level. The formula:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  is the number of students who meet specified criteria and n is the total number of students will be used to determine the percentage of students who meet the 70% benchmark.

##### **Methods**

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## **ASSESSMENT PLAN FOR 2017-2018.**

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- Results for fall and spring semesters will be entered into the Assessment Planner Composer by 30 Jun 2018.

#### **Goal 4.**

Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate professional communication skills.

#### **Curriculum**

##### **ENGL 463 Business Writing**

##### **Learning Outcome 1.**

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of professional communication skills through the presentation of oral and written communiqué aligned to multiple business situations.

##### **Measures and Criteria**

Given an assignment on business communication, it is anticipated that 70% of students should achieve mastery level. The formula:  $\text{Percentage} = S_p/n \times 100$ , where  $S_p$  is the number of students who meet specified criteria and  $n$  is the total number of students will be used to determine the percentage of students who meet the 70% benchmark.

##### **Methods**

## **ASSESSMENT PLAN FOR 2017-2018**

### **NOTIFICATION**

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### PROCESS

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The assignment submitted will be assessed by the rubric shown in Table 2.

Table 2. Business communications rubric.

| <b>Professional Written and Oral Communication In Business</b>   |  |                        |                            |
|--|--|------------------------|----------------------------|
| <b>Goal 4.</b> Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate professional communication skills.                               |  |                        |                            |
| <b>Learning Outcome 1:</b> Students will demonstrate their knowledge and understanding of professional communication skills through the presentation of oral and written communiqué aligned to multiple business situations. |  |                        |                            |
| <b>70% Benchmark: 6 of 8 criteria met expectation</b>  |  |                        |                            |
|  |  | <b>Expectation Met</b> | <b>Expectation Not Met</b> |
| 1.   | Writing responds to the assignment – purpose is readily evident.   |                        |                            |
| 2.   | Appropriate and effective introduction and conclusion.   |                        |                            |
| 3.   | Transitions used appropriately – structure, readability.   |                        |                            |
| 4.   | Main ideas are well developed.   |                        |                            |
| 5.   | Information from sources appropriate to the topic are synthesized and organized.   |                        |                            |
| 6.   | Understanding of common knowledge and ideas requiring attribution clearly evident- all sources properly cited and referenced.                      |                        |                            |
| 7.   | Correct business style formatting used throughout to include reference page, if appropriate.   |                        |                            |
| 8.   | No more than one (1) errors in spelling, grammar, or punctuation.<br>For Resume and Cover letters: No errors in spelling, grammar, or punctuation. |                        |                            |
| <b>TOTALS</b>  |  |                        |                            |

### Goal 5.

Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate their knowledge and understanding of microeconomics.

### Curriculum

ECON 221 Principles of Microeconomics

### **Learning Outcome 1.**

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of microeconomics by explaining and operationalizing microeconomic theories and concepts.

#### **Measures and Criteria**

Given an assignment that asks students to explain and operationalize microeconomic theories and concepts, it is anticipated that 70% of students should achieve mastery level. The formula:  $\text{Percentage} = S_p/n \times 100$ , where  $S_p$  is the number of students who meet specified criteria and  $n$  is the total number of students will be used to determine the percentage of students who meet the 70% benchmark.

#### **Methods**

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### **Goal 6.**

Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate their knowledge and understanding of macroeconomics.

#### **Curriculum**

ECON 222 Principles of Macroeconomics

##### **Learning Outcome 1.**

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of microeconomics by explaining and operationalizing macroeconomic theories and concepts.

#### **Measures and Criteria**

Given an assignment that asks students to explain and operationalize macroeconomic theories and concepts, it is anticipated that 70% of students should achieve mastery level. The formula: Percentage =  $S_b/n \times 100$ , where  $S_b$  is the number of students who meet specified criteria and  $n$  is the total number of students will be used to determine the percentage of students who meet the 70% benchmark.

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