

# Fayetteville Technical Community College

## Detailed Assessment Report 2008-2009 Business Administration

### Mission/Purpose

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The Business Administration curriculum is designed to introduce students to the various aspects of the free enterprise system. Students will be provided a fundamental knowledge of business functions, processes, and an understanding of business organizations in today's global economy.

### Student Learning Outcomes, with Any Associations and Related Measures, Achievement Targets, Findings, and Action Plans

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#### **O 1: Decisions in business management**

Students will use information to analyze problems or situations and make logical decisions in business management situations.

#### Associations:

##### **General Education or Core Curriculum:**

- 2 Use critical thinking to analyze problems and make logical decisions.
- 4 Demonstrate quantitative competencies.

##### **Institutional Priorities:**

- 2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality...

##### **Strategic Plans:**

##### **Curriculum Programs- Gen Ed Competencies**

2.1.1 Promote active learning to serve students from diverse populations.

(Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Curriculum Programs 2.1.1.

2.9.2 Integrate technologies into existing courses. (Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Curriculum Programs 2.9.2.

#### Related Measures:

#### **M 1: Management case studies in BUS 137**

**Why?** Managers must be able to deal with situations and problems in all areas of business. Students need to develop skills that will allow them to analyze situations and problems then make a logical decision that will be in the best interest of the business.

**What and How?** Students in BUS 137 Principles of Management (required for all business students) will analyze scenarios and make logical decisions in management case studies. A rubric will be developed to allow faculty to analyze decision making skills. Faculty will focus on students who have completed a minimum of 12 non-developmental credit hours.

**Who and When?** A panel of business instructors with various business specializations will review the case submissions using the rubric. Feedback as to how to improve critical thinking skills will be provided. Data will be collected in Fall 2008 and Spring 2009.

Source of Evidence: Written assignment(s), usually scored by a rubric

**Document:**

[BUS 137 Critical Thinking Rubric 2008-09](#)

**Achievement Target:**

80% of student case studies reviewed will score an average, above average, or excellent rating as defined on the rubric. This will indicate development and application of critical thinking skills.

**Document:**

BUS 137 Critical Thinking Assessment Results 2008-09 (Path Not Found)

**Findings (2008-2009) - Achievement Target: Met**

In the fall and spring of 2008-2009, BUS 137 Principles of Management students were given two management case studies to analyze. One was completed at the beginning of the semester while the other was completed at the end of the semester. A rubric was developed to examine the organization, quality of information, amount of information, paragraph construction, mechanics, and sources. Organization, quality of information, paragraph construction, and mechanics all scored 92% or higher. Amount of information (covering all topics and questions) was at 80.6% which still meets our target. However, it does show that some students will omit topics and/or questions particularly at the end of the semester when workloads tend to be heavier. Also, there often tends to be focus on the big issues and an oversight of smaller and/or related issues. One area in which the results fell less than the 80% was with sources. Students are not documenting sources or not documenting them correctly. BUS 137 instructors provide resources for students to reference. However, learning how to document sources is usually taught in English based courses. Therefore, we conclude that students in BUS 137 used critical thinking skills in their analysis. The areas needing improvement are format and documentation.

**O 2: Student satisfaction with educational plan**

Students will be satisfied with their progression in their program of study by developing an individual plan of study with the proper sequencing of courses.

**Associations:**

**General Education or Core Curriculum:**

2 Use critical thinking to analyze problems and make logical decisions.

**Institutional Priorities:**

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program committed to quality...

**Strategic Plans:**

**Curriculum Programs- Gen Ed Competencies**

2.1.1 Promote active learning to serve students from diverse populations.

(Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Curriculum Programs 2.1.1.

2.2.1 Enhance Faculty Academic Advising System. (Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Curriculum Programs 2.2.1.

2.20.4 Use student satisfaction surveys to improve support services. (Ongoing)

**Related Measures:**

## M 2: Advising experience survey

**Why?** Students who self advise are often found to be taking courses in the wrong sequencing (developmental and core courses) and are not prepared for higher level courses. By increasing contact with advisees and creating individual plans of study to include proper sequencing, students should be more successful in their courses and more satisfied with their program of study. This, in turn, should lead to greater retention in classes and in the program.

**What and How?** Advisors will increase contact with students (particularly new students) through telephone, letters, and email so that individual plans of study may be developed. Advising 101 and program/certificate brochures will be given to students. Customer comment cards surveying the student's advising experience and needs will be developed, and students leaving the advising area will be asked to complete them.

**Who and When?** The Business Administration faculty secretary will collect comment cards as students exit. Logs will be kept of the phone calls made and letters mailed to students. Faculty advisors will analyze the results. Data will be collected in Fall 2008 and Spring 2009.

Source of Evidence: Student satisfaction survey at end of the program

### Documents:

[Advising Comment Card Survey](#)  
[Advising Assessment - Log](#)  
[Advising Checklist](#)

### Achievement Target:

80% of student customer comment cards will indicate an average, above average, or excellent rating in all categories which will indicate satisfaction with advising and progression in the program of study.

### Document:

[Advising Assessment Results](#)

### Findings (2008-2009) - Achievement Target: Met

In the Business Administration area, there were 413 reported contacts made with advisees during 2008-2009. The Advising 101 information was covered in classes during the fall and spring semesters. An advising check list was developed to prompt advisors to discuss items such as proper sequencing of courses, grade forgiveness, course substitutions, and program certificates.

Advisees were surveyed in the following areas: accessibility, time spent, satisfaction with advising, communication, and recommendation for others. In all categories, the BA area scored 96% or higher. The lowest rate of 96.8% was in the area of time spent with advisor. This is often a result of the large number of advisees each advisor is assigned. However, the rating was still well above average. This assessment showed that when we are able to communicate with advisees, students appear to be on track and are very satisfied. The issue still to be resolved is how to encourage students who do not communicate with their advisors to start working with them.

## O 3: Projecting positive appearance

Students will project a positive appearance that is required for the business field.

### Associations:

#### **General Education or Core Curriculum:**

3 Demonstrate socialization skills that support cultural awareness and a global perspective.

#### **Institutional Priorities:**

2 EDUCATIONAL PROGRAMS-To provide a comprehensive educational program

committed to quality...

### Strategic Plans:

#### Curriculum Programs- Gen Ed Competencies

2.1.1 Promote active learning to serve students from diverse populations.

(Ongoing) NOTE: Click the link, Strategic Plan, for additional objectives and activities for Curriculum Programs 2.1.1.

### Related Measures:

#### M 3: Pre-test and post-test in Bus 110 and Bus 260

**Why?** From the job interview to securing a sale to representing an organization, projecting a positive personal image is critical for success in the business field. By instructing students on how to create a positive personal appearance, students will transform from a student image to a professional business image.

**What and How?** Students in the BUS 110 Introduction to Business classes will be given a pre-assessment on what constitutes a positive personal appearance in business. Training will be given demonstrating the proper appearance in various business situations. In BUS 110, students will create a portfolio showing the proper appearance in various business situations. A post assessment will be given. In BUS 260 and BUS 285 (the capstone which demonstrates all skills learned), students will be required to demonstrate a positive personal appearance during an oral presentation. A rubric will be developed to assess the learning outcome for both the portfolio and the presentations.

**Who and When?** Instructors for BUS 110 will compile the results of the pre/post assessments. A panel of business faculty will evaluate the portfolios. Data will be collected in the Fall 2008 and Spring 2009 semesters. Business faculty will analyze the results.

Source of Evidence: Faculty pre-test / post-test of knowledge mastery

#### Documents:

[BUS 110 Pre and Post Test 2008-2009](#)

[BUS 110 Project Rubric 2008-09](#)

#### Achievement Target:

80% of the students taking the post assessment will select the correct appearance for the specified business situation. 80% of students giving oral presentations and creating portfolios will achieve an average or higher rating as defined on the rubric.

#### Documents:

[BUS 110 Project Results 2008-09](#)

[BUS 110 Pre and Post Test Assessment Results 2008-09](#)

#### **Findings (2008-2009) - Achievement Target: Met**

BUS 110 students were given a pre-test and a post-test in both the fall and spring semesters. The average score rose from 81% to 87%. Students were also required to complete a "Projecting a Professional Appearance" project. BUS 110 instructors randomly sampled 71 projects and evaluated them based on meeting format requirements, selection of appropriate graphics, description of attire, explanation of why the attire was appropriate, and overall project. All areas received a rating of acceptable (average) or higher except for format requirements which scored 76%. Instructors noted that the main issue was the failure to follow directions. Many projects were missing the basic format requirements such as the title page, descriptions, and explanations. However, the overall choices of graphics/explanation were appropriate to the business situation.

## Analysis Answers

### **What were the strengths of your assessment process?**

I feel two of the greatest strengths of this process this year were the display of teamwork within the department and consistency within courses. In the case of program coordinators, we opted to run two of the assessments together. Each person took a part in the development of the process and offered suggestions to the others. They operated as a cohesive unit. Within the assessments, the instructors for that area also worked as a team. Two individuals in particular took a leadership role for a particular assessment outcome. From a departmental point of view, watching individuals pull together and operate as one team was an advantage of the process.

Also, improving the consistency from one section to another of the same course was an advantage. All sections of BUS 110 and BUS 137 completed the same tests, cases, and/or projects regardless of instructor or mode of delivery. Students knew the expectations would be the same regardless of section. I think some instructors found that having consistent assignments alleviated some class issues without losing academic freedom.

In the case of these 3 outcomes, we learned that we were meeting these competencies. However, meeting the outcome did not mean that there was no room for improvement. In the case of advising, we now have a departmental advising book with valuable information at our fingertips. Most advisors have gone beyond the original concept of the advising book and have added their own items to it. While we thought we were performing at an above average level of advising (and we were), we found out that we can still improve the process which I feel is a key objective to assessment.

### **What were the weaknesses of your assessment process?**

Since this was the first year we undertook the formal process of assessment, one of the biggest difficulties was getting everyone to understand the process and what we were hoping to accomplish. Many thought this would reflect on a person rather than the program or that it would penalize if the target was not met. Once we began the process, I also observed that not everyone understood the importance of carrying out the measurement. In some cases, I received the "I'm too busy" response. Another obstacle was creating an instrument that would gather the information we needed without being too intrusive. Since this was a new process, it took a while to achieve understanding that it's not about a particular student or faculty member but about improving the program, course, or competency.

### **What was learned as a result of your assessment process?**

We need to be specific in our outcomes and targets. We also need to be realistic in what can be measured or assessed. Assessment can be a valuable tool. However, people need to understand the why before they can carry out the what. We also need to continue to emphasize the importance of conducting the measurement. In each of the 3 outcomes, we learned that while we meet the target, we can find areas to improve. For the case studies and projects, we need to stress the importance of following directions and proper documentation.

### **How will what was learned impact the direction and emphasis of your academic or support unit?**

Assessment has highlighted the importance of consistency in courses. It also helped us to focus on making sure we achieve certain objectives and not lose our focus with calculation of grades. While grades are important and do reflect on success, we need to be sure the program competencies are being met. Assessment also helped us to put our thoughts on paper. Instead of just having a mental idea of how we are grading a particular assignment, we should have written rubrics

that further communicate our expectations to students. It also showed that while we may excel at some things, there is always room for improvement.

## Annual Reports

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### **Program Review (Academic Units)**

All academic units must do an annual program review. If applicable, the associated document for the Program Review is attached at this level.

**Documents:**

[Program Review for Business Administration 2008-09](#)  
[Business Administration Core Program Competencies 2009](#)

### **Advisory Comm. Minutes (Academic Units)**

Academic units have associated Advisory Committees that provide community input on program direction and outcomes. If applicable, the minutes from these meetings are attached at this level.

**Document:**

[Business Administration Advisory Committee Minutes 10/31/2008](#)