

Please make any necessary changes to the department's purpose statement, goals, or student learning outcomes. Remember each SLO must be assessed between program review cycles.

Business Program Purpose Statement:

The department commits itself to fostering students' learning so that they are prepared for professional pursuits and/or graduate study.

The department achieves this purpose when its graduates can:

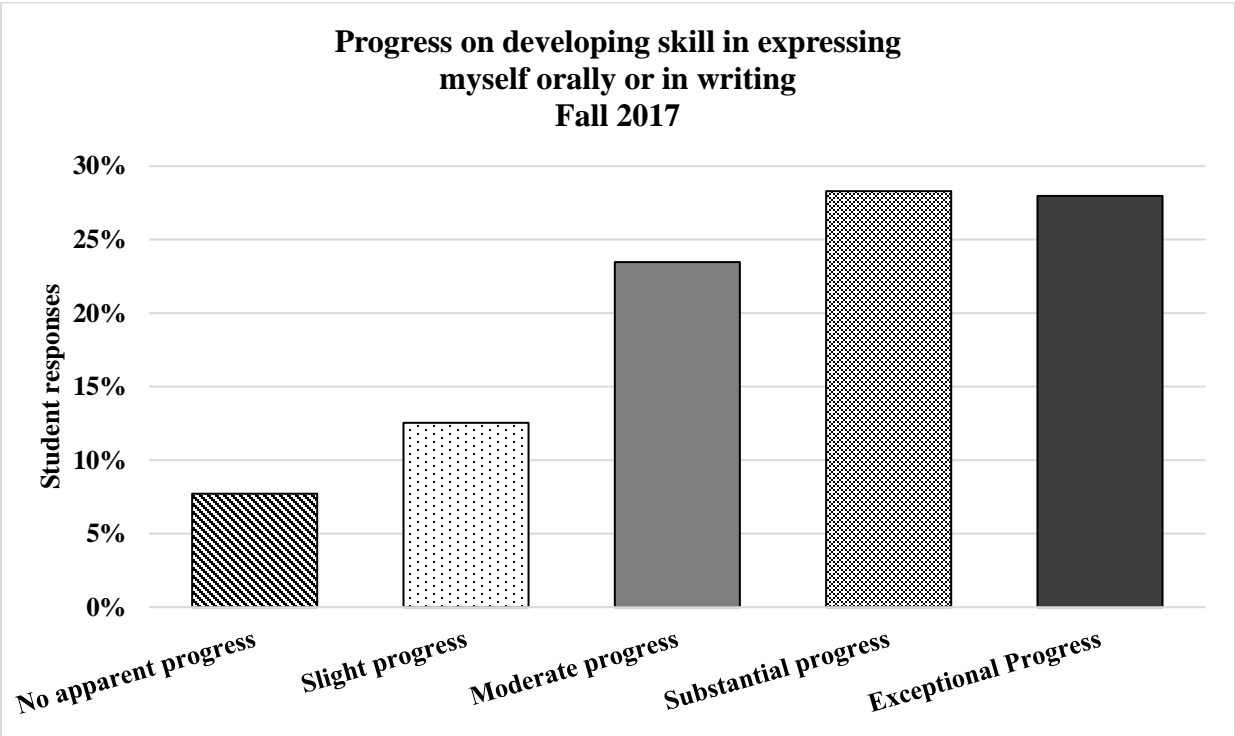
Program Student Learning Outcomes	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2018-2019
Demonstrate knowledge, understanding, and application of the principles, concepts, and tools in each key content area of their major	Program Review	X	X	Assessment Planning		Program Review-Spring
Perform research, analysis, and critical thinking necessary to integrate key content from various business disciplines and other dimensions of society		X	X			
Perform effectively in groups		X	X			
Persuasively communicate business-related ideas in a variety of media and settings		X	X		X	
Develop a global mindset recognizing the diversity of cultures, practices, traditions, and philosophies. Be able to adapt to a changing world.		X	X			

1. Select Your Department	Business
2. Has the program's purpose, SLOs, or program review year changed from the above document?	No
Upload the edited Purpose/SLO doc here.	
3. Will/did the department submit a program review this year? If yes, please attach the final review as a pdf document.	No
Upload program review pdf.	
1. Please select the type of direct evidence of student learning that was gathered THIS YEAR.	
-Artistic exhibition/performance	no
-Assignment/exam paper completed as part of regular coursework and used for program-level assessment	no
-Capstone work product (e.g. written paper, presentation, research)	no
-Exam created by department or external agency	no
-Exit exam created by the program	no
-Oral performance (e.g. oral presentation, conference presentation)	yes
-Portfolio of student work	no
-Supervisor or employer evaluation of student performance outside the classroom (internship, field experience, practicum, student teaching)	no
Please describe any other direct evidence gathered this year	
2. Please select the type of indirect evidence of student learning that was gathered THIS YEAR.	
-Interviews or focus groups that contain self-reports of SLO achievement	no
-Employer meetings/discussions/survey interview of student SLO achievement	no
-Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement	no
-Alumni survey that contains self-reports of SLO achievement	no
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	yes
Please describe any other indirect evidence gathered this year:	
3. Please select how the evidence was evaluated, analyzed, or interpreted.	
-Used a rubric/scoring guide	no
-Scored exams/quizzes	no
-Used qualitative methods on interview, focus group, open-ended response data	no
-External organization/person analyzed the data (e.g. external accrediting/licensure organizations, standardized exam company)	no
-Compiled survey results	yes
Please describe any other methods not listed:	
4. Enter the number of students assessed for each SLO.	57

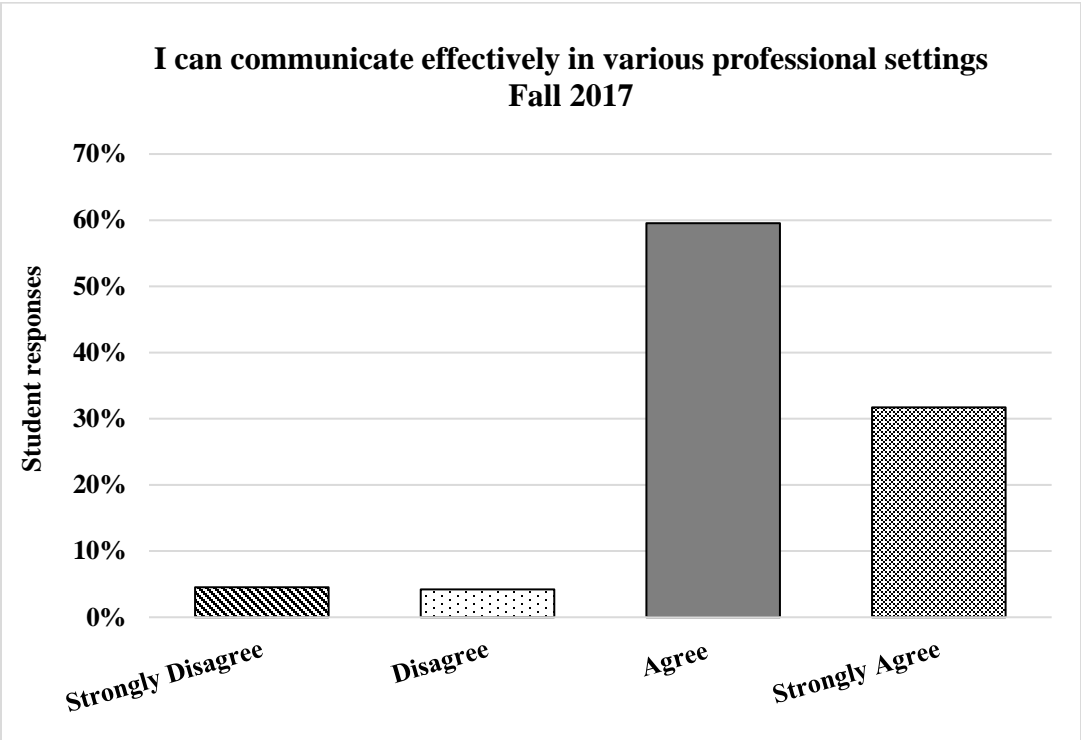
<p>5. Summarize the results of the assessment activities including the percentage of students that met or exceeded each SLO and a list of student learning strengths and weaknesses.</p>	<p>Direct Assessment: (Oral presentation) This is scored by the instructor. Both teams consisting of a total of 7 students scored at least proficient to distinguished in "ideas and content", Organization, Voice & Dialect and Style and Attitude. Although, one of the two teams achieved 2.5/4.0 on organization (between basic and proficient.</p> <p>Indirect Assessment: (Survey) OVERALL-This year we updated the survey instrument with the assistance of Dr. Lott. In addition, we offered it via Google Docs. The response rate is 56% (57/101 majors). This includes sophomores, juniors and seniors. Since most freshmen do not have the experience to rate these area we do not offer the survey to them. Seventy-three surveys were received last year. This survey was administered during class time. Students (87.8%) strongly agree or agree that their oral communications skills prepared them to communicate in a professional setting. Students (86.0%) strongly agree or agree that their written communication skills have prepared them to communicate in a professional setting. The combined (oral and written) for the prior year is 86%. See attached page 9 of 10. The top chart refers to oral communication.</p>
<p>6. Please upload any supporting documentation (i.e. rubrics, data analysis, charts/tables, department minutes, etc.)</p>	
<p>7. What describes how the program plans to use the results?</p>	
<p>-Assessment procedure changes (SLOs, curriculum map rubrics, evidence collected, sampling, communications with faculty, etc.)</p>	<p>no</p>
<p>-Course changes (course content, pedagogy, courses offered, new course, pre-requisites, requirements)</p>	<p>no</p>
<p>-Personnel or resource allocation changes</p>	<p>no</p>
<p>-Student's out-of-course experience changes (advising, co-curricular experiences, program website, program purpose or SLOs)</p>	<p>no</p>
<p>-Results indicated no action needed because students met expectations</p>	<p>yes</p>
<p>-Use is pending (typical reasons: insufficient number of students in population, evidence not evaluated or interpreted yet, faculty discussions continue)</p>	<p>no</p>
<p>Please describe any other uses not listed:</p>	<p>Questions of all majors indicate that the student agrees or strongly agrees scored in the mid 80's to low 90's. However, it appears that about one-third of the accounting majors do not believe this program has adequately prepared them for a career in the accounting field. The prior year's results were at 97% that strong agreed or agreed that this program prepared them for a career in the accounting field. There were no staffing or course changes during this last academic year.</p>

8. What program changes or modifications to improve student learning were made this year based on last year's assessment results?	A new marketing professor is hired. She will bring consistency to the department. In the last five years there has been four marketing professors. The assessment results for Marketing significantly improved.
If you have supporting data please include it. (Previous department reports can be found at Step 01. Use the Previous button below.)	
1. The department will submit a program review NEXT YEAR.	Yes
2. SLO(s) the department will assess NEXT YEAR is/are:	
3. Please select the type of direct evidence of student learning the department plans to use NEXT YEAR.	
-Artistic exhibition/performance	no
-Assignment/exam paper completed as part of regular coursework and used for program-level assessment	no
-Capstone work product (e.g. written paper, presentation, research)	no
-Exam created by department or external agency	no
-Exit exam created by the program	no
-Oral performance (e.g. oral presentation, conference presentation)	no
-Portfolio of student work	no
-Supervisor or employer evaluation of student performance outside the classroom (internship, field experience, practicum, student teaching)	no
Please describe any other direct evidence planned for next year:	
4. Please select the type of indirect evidence of student learning that was gathered NEXT YEAR.	
-Interviews or focus groups that contain self-reports of SLO achievement	no
-Employer meetings/discussions/survey interview of student SLO achievement	no
-Student reflective writing assignment (essay, journal entry, self-assessment) on their SLO achievement	no
-Alumni survey that contains self-reports of SLO achievement	no
-Student surveys (course evaluation additional questions, program created, from institutional student survey data) contain reports of SLO achievement	no
Please describe any other indirect evidence planned for next year:	
5. Based on previous assessment data, what percentage of students does the department expect to meet or exceed the SLO(s)?	
6. Is the department interested in learning how to apply for an assessment grant?	No

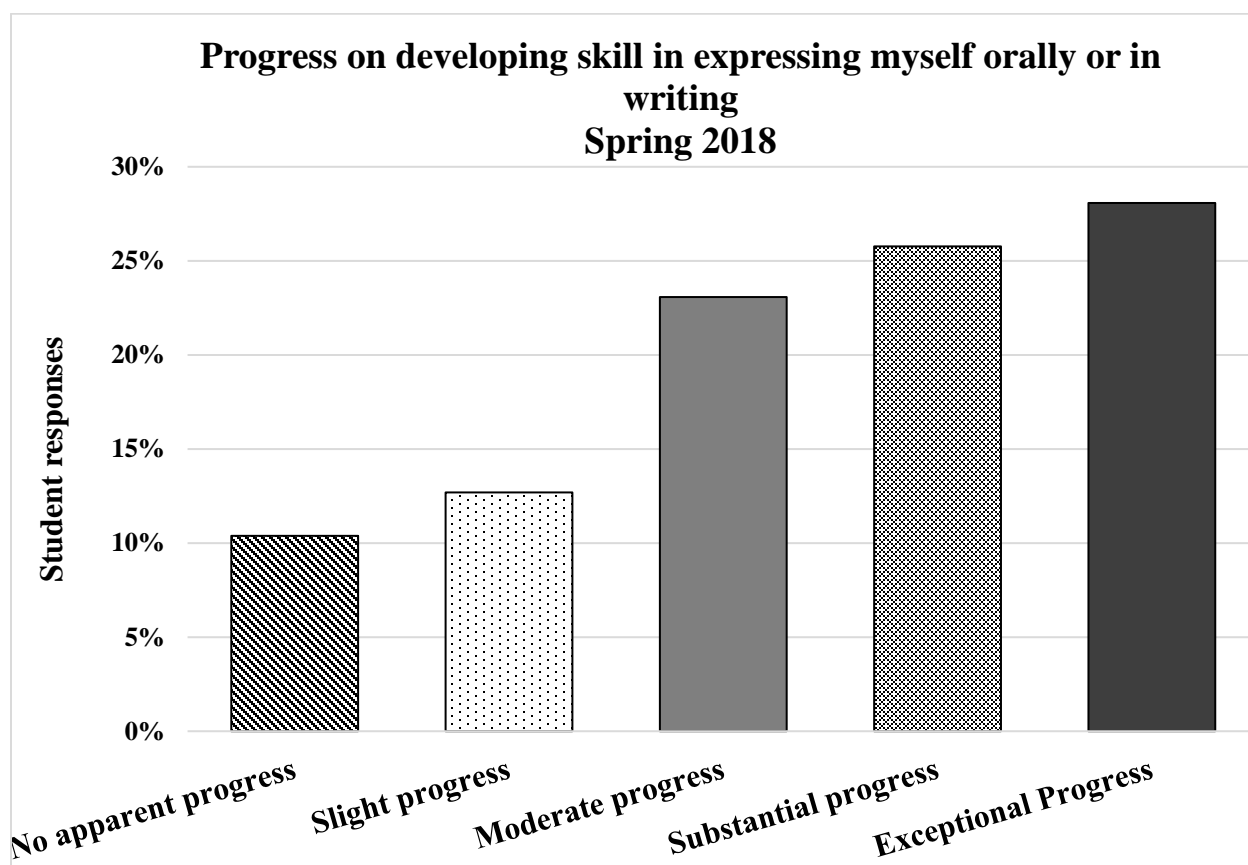
Fall 2017	Developing skill in expressing myself orally or in writing						
Course	No apparent progress	Slight progress	Moderate progress	Substantial progress	Exceptional Progress	Did not answer	Total responses
AC205A	3	5	12	9	5	0	34
AC205B	5	2	6	11	6	0	30
AC305A	0	1	2	4	7	0	14
AC316A	4	1	5	2	3	0	15
BA221A	3	4	6	7	6	0	26
BA221B	0	3	1	6	2	0	12
BA224A	0	4	5	6	6	0	21
BA322A	0	1	2	3	4	0	10
BA324A	1	1	5	6	2	0	15
BA325A	1	0	1	4	7	0	13
BA325B	0	1	3	1	3	0	8
BA342A	3	4	5	1	4	0	17
BA490A	1	1	3	2	1	0	8
EC451A	1	3	4	4	4	0	16
G-BA101A	1	3	9	7	9	0	29
G-BA101B	1	1	3	9	10	0	24
G-BA230A	0	4	1	6	8	0	19
Total percentages	8%	13%	23%	28%	28%	0%	
N=311							



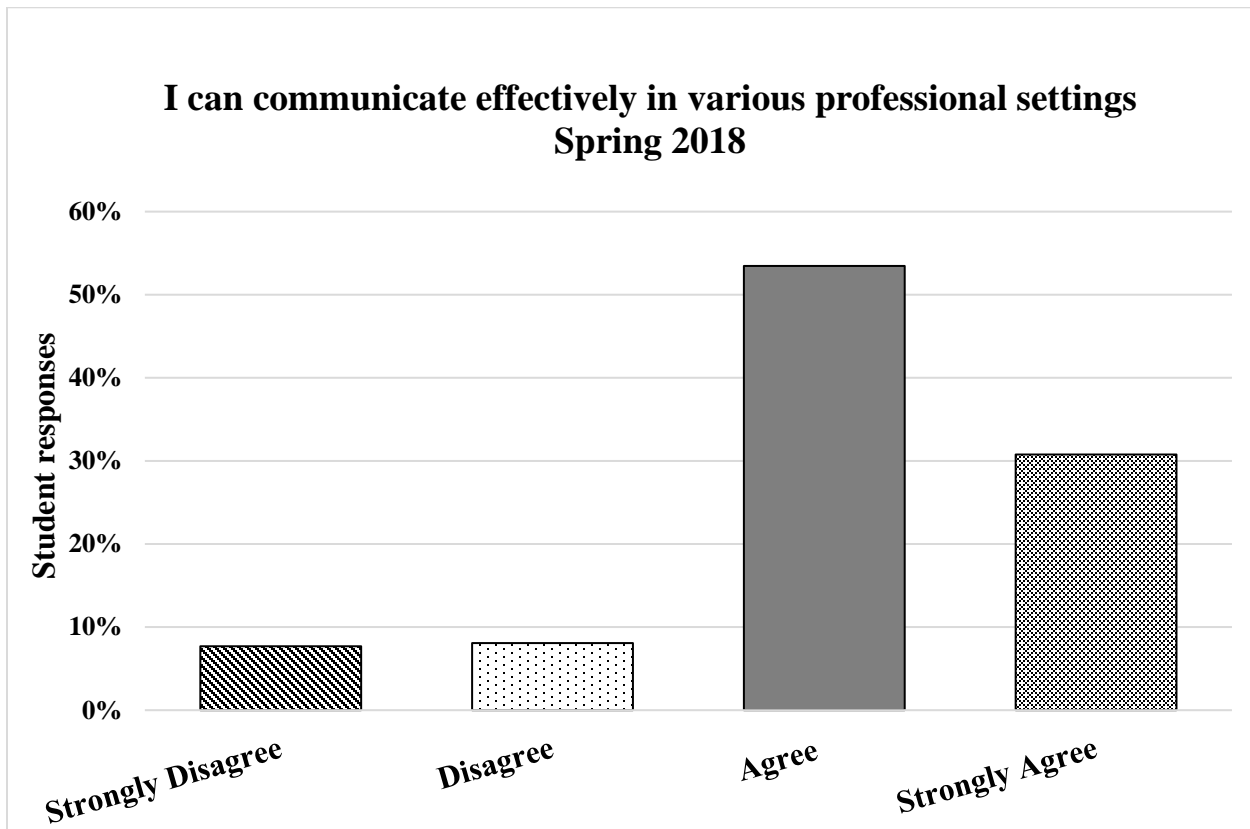
Fall 2017	Students can communicate effectively in various professional settings.					
Course	Strongly Disagree	Disagree	Agree	Strongly Agree	Did not answer	Total responses
AC205A	2	0	22	10	0	34
AC205B	1	0	18	11	0	30
AC305A	0	0	9	5	0	14
AC316A	1	1	7	6	0	15
BA221A	0	2	16	8	0	26
BA221B	1	0	9	2	0	12
BA224A	2	1	16	2	0	21
BA322A	0	1	6	3	0	10
BA324A	1	0	12	2	0	15
BA325A	1	0	4	8	0	13
BA325B	0	0	6	2	0	8
BA342A	0	3	11	2	0	16
BA490A	0	0	7	1	0	8
EC451A	0	3	9	4	0	16
G-BA101A	1	2	18	8	0	29
G-BA101B	3	0	8	13	0	24
G-BA230A	1	0	6	11	0	18
Total percentages	5%	4%	60%	32%	0%	
N=309						



Spring 2018	Developing skill in expressing myself orally or in writing						
Course	No apparent progress	Slight progress	Moderate progress	Substantial progress	Exceptional Progress	Did not answer	Total responses
BA475	0	0	2	5	9	0	16
AC206A	1	1	6	7	2	0	17
AC206B	0	2	7	8	3	0	20
AC306A	1	2	3	4	5	0	15
AC320A	3	2	5	3	2	0	15
AC320B	1	1	1	0	0	0	3
BA224A	8	3	6	3	2	0	22
BA320C	0	0	0	0	1	0	1
BA327A	0	4	2	7	5	0	18
BA339A	0	0	7	6	3	0	16
BA426A	0	0	3	4	9	0	16
BA427A	0	0	0	2	2	0	4
BA428A	0	2	4	4	6	0	16
EC204A	0	1	3	3	8	1	15
EC204B	2	3	3	5	7	0	20
G-BA101A	6	6	3	4	8	0	27
G-BA202A	5	6	5	2	1	0	19
Total percentages	10%	13%	23%	26%	28%	0%	
N=260							



Spring 2018	Students can communicate effectively in various professional settings.					
Course	Strongly Disagree	Disagree	Agree	Strongly Agree	Did not answer	Total responses
BA475	1	1	6	8	0	16
AC206A	2	2	9	4	0	17
AC206B	1	1	10	8	0	20
AC306A	0	0	9	6	0	15
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BA224A	1	8	9	4	0	22
BA320C	0	0	1	0	0	1
BA327A	0	0	12	6	0	18
BA339A	1	1	8	6	0	16
BA426A	0	1	7	8	0	16
BA427A	1	0	3	0	0	4
BA428A	0	0	7	9	0	16
EC204A	3	0	7	5	0	15
EC204B	1	2	9	8	0	20
G-BA101A	4	2	16	5	0	27
G-BA202A	3	2	13	1	0	19
Total percentages	8%	8%	53%	31%	0%	
N=260						



(4) Distinguished, (3) Proficient, (2) Basic, (1) Unsatisfactory

_____ 1. Ideas and Content

- (4) The speech is clear, specific, and full of detail to keep the listener's attention.
- (3) The speaker supports ideas with informative details.
- (2) The listener can usually figure out what the speaker means. Some parts promise to be interesting if the speaker would provide more detail.
- (1) The listener has a hard time figuring out what the speaker means; or, the speaker does not have much to say about the topic.

_____ 2. Organization

- (4) The focus is strong and the order of ideas keeps the listener wanting to find out what's coming next.
- (3) The speaker tells things with a focus and in an order that works well.
- (2) The speaker tells things in an order that makes sense most of the time.
- (1) The speaker tells things in an order that leaves the listener confused.

_____ 3. Voice & Dialect

- (4) The speaker uses good volume, enunciation, expression, and Standard English.
- (3) The speaker uses Standard English at a good rate and volume.
- (2) The listener can hear and understand, but may have to work to stay interested.
- (1) The speaker mumbles or speaks in a monotone. Some words may be mispronounced; some grammar may be non-standard.

_____ 4. Introduction and Conclusion

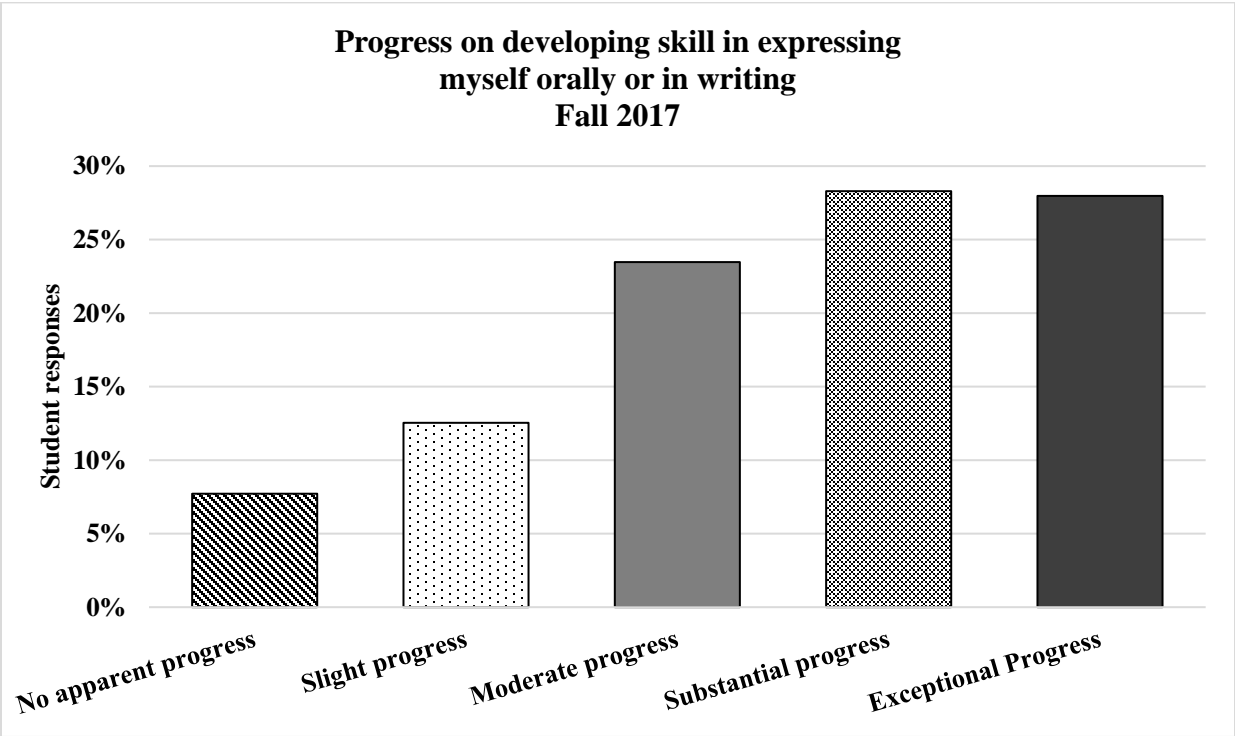
- (4) The introduction and conclusion seem perfectly suited to each other and to the speaker's purpose.
- (3) The introduction catches and directs attention; the ending provides a sense of closure.
- (2) The introduction and conclusion set up and close the topic, but in an uninteresting way.
- (1) The presentation begins and ends abruptly, with little or no introduction or conclusion.

_____ 5. Style and Attitude

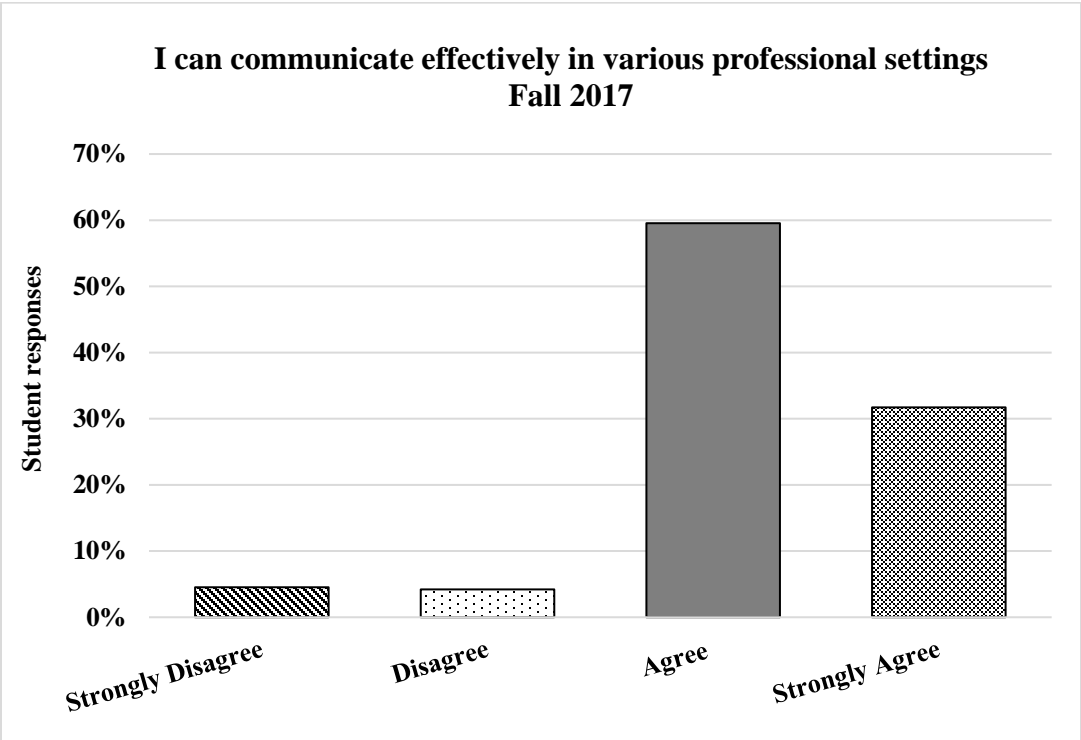
- (4) The speaker seems comfortable, and the speaker has clearly practiced and seems eager to communicate.
- (3) Movements fit well, the speaker looks at the audience, and the speaker has practiced well.
- (2) The speaker stands still and occasionally looks at the audience but seems unresponsive.
- (1) The speaker fidgets, avoids eye contact, and keeps getting stuck.

Total score _____

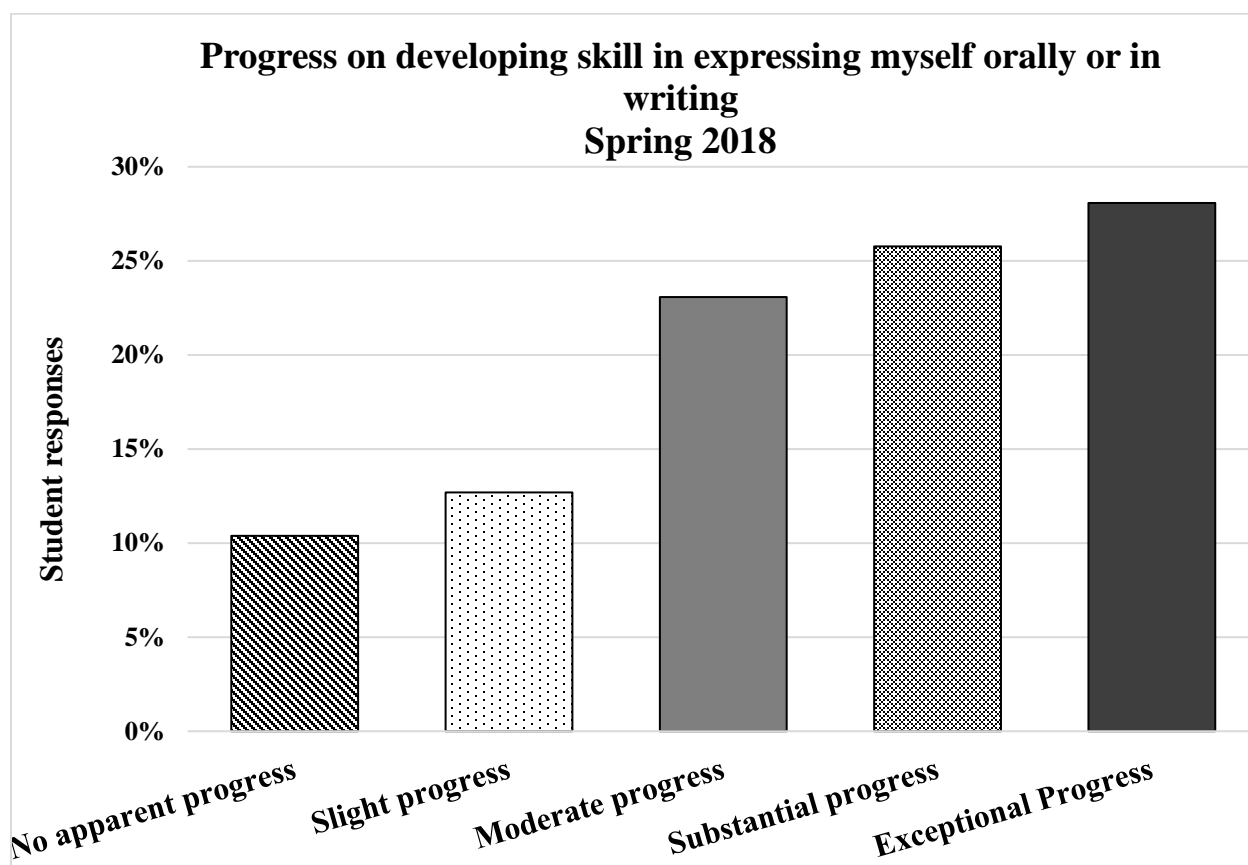
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BA325B	0	1	3	1	3	0	8
BA342A	3	4	5	1	4	0	17
BA490A	1	1	3	2	1	0	8
EC451A	1	3	4	4	4	0	16
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