

# Form: "Academic Assessment Plan: 2011-2012- Important Findings"

**Created with:** TaskStream

**Participating Area:** B.A.S. Business Administration

**Date submitted:** 11/30/2012 11:20 am (EST)

## Insert the name of the academic division in the field below

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### (REQUIRED) Academic Division

Business and Computer Information Systems

### Student Learning Outcomes: Most Important Findings

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#### (REQUIRED) SLO #1

Write the first SLO for a major in this academic division in the space below

Students will apply business theories and/or methods to solve problems

#### (REQUIRED) To which degrees and majors does this SLO apply?

B.S. Business Administration

B.A.S Business Administration

#### (REQUIRED) SLO #1 - Finding #1

Please enter the most important finding for this learning outcome, the action plans related to it, whether or not those actions are underway, additional resources needed to carry them out, and any other relevant comments. Important findings generate action plans designed to improve student learning on the SLO, not simply to better performance on the activities themselves. Ideal action plans influence multiple courses (e.g. those identified with low stakes activities on the curriculum map.)

*Students seem to have trouble problem-solving with qualitative data. This is evidenced by course information from a BADM 301 marketing plan. The Business Critical Thinking Skills Test (BCTST) the Collegiate Learning Assessment (CLA), and an environment scan support this. The Student Satisfaction Inventory (SSI), the National Survey of Student Engagement (NSSE) and the local alumni survey all identify the level of academic challenge as a relative concern of programs here.*

Here are suggested actions:

- Implement, increase use of, or upgrade expectations of students in case studies : BUSN 302, ACCT 315, BUSN 351, BUSN 307, BUSN 340, BUSN 405, BUSN 429, BUSN 301
- Syllabi should reflect these changes
- Conduct field research in courses where practical
- Conduct themes analysis in articles where practical
- Consider having a single, randomly drawn student present. The random drawing takes place just prior to the presentation. Other members of that group answer audience or instructor questions
- Work on developing and improving a process that works with online students (Policy workgroup?)
- Develop questions for this SLO & formulate student focus groups to ask them questions which would enhance/improve their education. Could a forum supplement/supplant a focus group?

### **(REQUIRED) SLO #1 - Finding #2**

Please enter a second very important finding for this learning outcome, the action plans related to it, whether or not those actions are underway, additional resources needed to carry them out, and any other relevant comments. Important findings generate action plans designed to improve student learning on the SLO, not simply to better performance on the activities themselves. Ideal action plans influence multiple courses (e.g. those identified with low stakes activities on the curriculum map.)

#### **Students seem to have trouble problem-solving with quantitative data.**

*This is evidenced by course information from a BUSN 323 case analysis, an ACCT 360 journal entry and explanation assignment, a BUSN 336 statistics case analysis, and a suspicion that many BUSN 455 students are free riders on the work of others. An environment scan identified problem solving and working with statistics as a top 10 item for new college graduates who desire long-term professional success. BUSN 336 also was rated as the least important course in the program in the local alumni survey. This survey also indicated that the attribute with the worst gap score (Importance - Satisfaction) was "reads, analyzes, and interprets financial statements." The Student Satisfaction Inventory (SSI), the National Survey of Student Engagement (NSSE), and the local alumni survey all identify the level of academic challenge as a relative concern of programs here.*

Here are suggested actions:

- Case Studies : ACCT 200, 201, 360, BUSN 429, (BUSN 305, 306 could be tied to comm. piece), BUSN 418, BUSN 340
- Syllabi should reflect the changes above
- Re-examine: BUSN 336 – explain how this course is helpful in school and beyond. This should be true of all courses but particularly emphasized in quantitative ones. This process begins with Why am I taking this as part of the standard syllabus
- Conduct field research in courses where practical
- Conduct themes analysis in articles where practical
- Consider having a single, randomly drawn student present. The random drawing takes place just prior to the presentation. Other members of that group answer audience or instructor questions
- Work on developing and improving a process that works with online students (Policy workgroup?)

**(REQUIRED) From which resources were findings #1 or #2 derived?**

Check all that apply

- Course embedded activities
- Institutional Surveys
- Institutional Exams
- Professional Exams
- Locally Developed Alumni Surveys
- Environment Scans