



## Course-Level Assessment Project Final Report

To complete the Final Report, type your responses to the prompts below. Share a copy of the document with your supervisor and the Associate Provost of Assessment and Institutional Research.

Faculty Name(s): **Marlene K. Titus**

Division/Department: **Business & Technology Division/Business and Accounting Department**

Course Assessed: **BUAD-101 Introduction to Business**

Step 1. Define

*Explain the purpose or rationale for assessing the selected course.*

*Identify which course objective(s) were assessed. Briefly explain why you selected these course objectives for assessment.*

*Identify to which program goal(s) selected course objective(s) align.*

**The BUAD-101 Introduction to Business Course Level Assessment Project (hereafter, “CLAP”) will be assessed according to certain course objectives and program goals. The specific course objectives and the program goals to which these align are highlighted in yellow and pink below:**

### **BUAD-101 Course Objectives:**

**Upon successful completion of this course, students will be able to:**

- 1. Identify various forms of business ownership, distinguishing advantages/disadvantages of each. (PG 4)**
- 2. Explain basic economic concepts, such as, supply and demand, profit and growth, the effects of competition and national/international trade. (PG 4)**
- 3. Describe basic concepts of management, including motivation strategies and human resource issues. (PG 4)**
- 4. Define marketing theory and marketing mix strategies. (PG 3,4)**
- 5. Explain the purpose of accounting, basic financial statements, and how businesses use stocks and bonds as a source of financing. (PG 2)**
- 6. Locate appropriate information sources while providing correct citation. (PG 1)**

**Business Administration program goals:**

- 1. Communicate clearly, both orally and in writing.**
- 2. Prepare basic accounting documentation.**
- 3. Develop a simple business and marketing plan.**
- 4. Explain the process and functions of management of a business organization.**
- 5. Employ fundamental software applications for everyday business tasks.**

Step 2. Design

*Describe the instrument (project/assignment) used to assess identified course objective(s).*

*What benchmarks and/or controls were established?*

*Explain how the assessment instrument was externally reviewed and validated.*

The assignment that will assess the selected course objectives is titled Human Resource Management Project (a copy of which is attached to this document). In the face-to-face sections of the course, it is considered a group project but the grading rubric provides that all members of the group receive the same grade. In the online sections, this is considered an individual project with an individual grade.

The CLAP requires students to engage in online and library research for information on one of ten topics that are covered in the course regarding management of employees or human resources. The ten topics are:

1. Steps in Human Resource Management;
2. Equal Employment Opportunity;
3. Affirmative Action;
4. Employment at Will;
5. Sexual Harassment;
6. Pre-Employment Testing;
7. Gender Wage Gap;
8. Family and Medical Leave Act;
9. Age Discrimination; and
10. American Disabilities Act.

The assignment further requires students to create a PowerPoint presentation with the information they have retrieved and make a presentation to the class on that topic.

The Grading Rubric for the in-class grade is attached. Students in the course were graded on clarity of expression (including spelling and grammar and sufficiency of documentation and support) and on locating information sources and using correct citation format. Course faculty conferred before grading assignments to ensure consistency in using the rubric and scoring.

The CLAP Rubric is also attached. The level of Proficiency is sought on all benchmarks. If 80% of a sample size of 50% of the CLAPS reviewed in the spring semester is attained, this will be an acceptable level of student achievement.

The timeline includes the following:

We took a sample of students' completed assignments in all BUAD-101 sections for the spring semester 2020 and had full time faculty in Business and Accounting Department analyze results during the week after finals and before regular faculty contracts expire.

Step 3. Implement

*Explain how the assessment was implemented.*

*Did any unexpected challenges arise in implementing the assessment?*

In the spring 2020 semester, students in all course sections, both face-to-face and online, were given the same assignment, at the same time in the course, using the same course resources and employing the same activities.

Rather than taking a random sample of a percentage of the students, we collected and looked at ALL students' completed assignments in all BUAD-101 sections for the spring semester and had full time faculty in Business and Accounting Department complete an analysis of results the week after finals.

Information gathered was shared with the Program Director and the Division Chair. Once the information and results were reviewed, the attached report (Progress Report SP 2020 BUAD 101 First report CLAP) was created and remedial steps were taken during the summer 2020 and fall 2020 semesters. Due to time restraints, the assessment results for the summer section of BUAD-101 was not gathered.

A follow-up CLAP was done in the fall 2020 semester and the Progress Report (Progress Report Follow Up Fall 2020 BUAD 101) is attached. Due to measures put into place after the spring semester, student results dramatically increased. The added measures were considered successful.

There were some challenges presented in implementing the assignment and grading rubrics had to be adjusted to take into account the campus shutdown at Spring Break 2020 due to COVID 19.

#### Step 4. Analyze

*Explain the data that was collected and how the data was analyzed.*

*To what degree did students meet the established benchmarks?*

*Consider intention of learning activity and assessment as compared to results.*

In the spring semester 2020, we looked at the assignment results of ALL 97 students, and found that the vast majority of them (87) were proficient in both categories. Out of the number of students who were not proficient (10), two students put forth very minimal effort in the class, overall. The remaining students simply did not follow instructions. They did not incorporate 2+ examples/scenarios. The overall proficiency rate was 90%.

The majority of the students who were not proficient were in the online section of BUAD 101. Despite there being a clear instruction sheet and rubric, it is evident that some students did not fully read them. It was decided to add an additional resource for the students.

#### Step 5. Modify/Maintain

*Based on analysis of data, describe changes made to the course and/or course materials.*

*Summarize the results of implementing changes, re-administering the assessment, and collecting and analyzing new data.*

We decided to leave the assignment unchanged as it covered topics essential to the course, and provided an opportunity for students to research, analyze information and create a presentation for their fellow students. For a 100 level course in the Business and Accounting Department, it provided students with the opportunity to show a level of understanding of the subject matter (higher in Bloom's Taxonomy – analyzing, evaluating and creating – necessary to “teach” their fellow students about a particular topic) not usually found in foundational coursework.

We learned, however, that more focus should be placed on this assignment, particularly in the online course sections. Starting in the 2020 summer term (BUAD 101-S175), Professor Kristen Maszarose created a Screencastify video for this assignment. In the video, she described the assignment and expectations- as if we were in a classroom. Her goal was to enhance understanding and hopefully increase student proficiency (with this assignment). Both she and Professor Jonathan Boyle, who taught other sections of the course, made efforts during the summer and also during the fall 2020 semester to focus more attention to the details of the assignment and how the assignment would be graded using the rubric.

**In the follow up CLAP in the fall 2020 semester, there were only 5 out the 77 students in Professor Boyle's three course sections and 1 out of 52 students in Professor Maszarose's two course sections who were not proficient in both categories. The overall proficiency rate increased to 95%.**

#### Final Results and Recommendations

**The changes made to the course delivery of the HR Assignment for the CLAP of BUAD-101 were successful and no more changes need to be made at this time. This course will be re-evaluated again in the five year cycle for highly enrolled courses in the 2024-2025 academic year.**

Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

Please forward a copy of the signed report to the Associate Provost of Assessment and Institutional Research.