



Business Division Assessment Plan

<http://www.caspercollege.edu/assessment/index.html>

Instructions: To submit an assessment plan for a specified program, please respond to each of the questions below. *Use as much space as you need to describe the program assessment plan.* Once this form is completed, please email it as an attachment to kthatcher@caspercollege.edu. For guidelines and/or assistance in developing a plan for assessing student learning, please contact Kathleen Thatcher or consult resources on the Assessment website at <http://www.caspercollege.edu/assessment/index.html>.

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1. **Program:** Associate of Business Degree: Pre-Law Business (Transfer)
 2. **Department:** Business
 3. **School:** Business and Industry
 4. **Person(s) Responsible for Developing Plan:** Scott Nolan with input and feedback from Gary Donnelly, Roberta Marvel, Gary Becker, Joe Simon, Karla Volpi, Kathleen Thatcher, and Liz Ott.
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 7. **Date Submitted:** August 6, 2010
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1. Does this program offer distance learning? Yes No

(*Note: Please complete a separate Assessment Plan form for each program.)

A. Conceptual Assessment Plan Components

Assessment enables an understanding of what students are learning as a result of the program. Assessment findings can be used for a variety of purposes including making decisions regarding curriculum and instruction as well as providing feedback to students.

1. *List your program's mission and goals.*
 - a. The School of Business and Industry provides students with the academic programs of general and specialized learning in preparation for responsible careers in the world of business.
 - b. Students wishing to pursue a Bachelor's degree in Business can complete the first two years of a baccalaureate degree through Casper College (Associate of Business Degree only). The program provides students with the opportunity to transfer at junior standing to a four year college or university.

- c. Business majors have the opportunity to pursue a top-quality two-year degree in Management, Leadership, or Entrepreneurship that provides the skills and abilities to succeed in the business world upon graduation.
- d. This educational experience enables students to develop the expertise needed to function in a business environment and to develop an understanding of the social and economic forces shaping the future of the world's economy.

Business Program Goals:

1. To provide programs in Business Education to parallel the first two years of a baccalaureate education and to meet the needs of transferring students.
 2. To provide Applied Science degrees in business to meet student and employer requirements for those students wanting to enter the workforce after graduating from Casper College.
 3. To enhance the student experience and quality of education through high quality degrees and curriculum and highly qualified faculty.
 4. To increase visibility of the Casper College Business Division in the community and region to promote interaction with businesses and the community as well as attracting students to Casper College.
 5. To monitor student success after graduation to ensure that we are providing appropriate education.
2. *List the student learning outcomes for the program addressed by this plan. (Note: Please complete a separate Assessment Plan form for each program.)*
1. Demonstrate a fundamental knowledge of the concepts of business law
 2. Demonstrate competence in using computer technology in the business environment
 3. Demonstrate knowledge of marketing and its function in business
 4. Demonstrate the ability to apply management concepts to business situations
 5. Demonstrate understanding of the application of the conceptual framework of accounting, generally accepted accounting principles, and financial statements
3. *Explain the student learning outcomes relation to the unit mission and goals (i.e. Do the student learning outcomes reflect the unit goals and objectives, further the mission, are rooted in the academic discipline, etc.?)*
- These student learning outcomes are all needed to accomplish the programs mission and goals of paralleling the first two years of a baccalaureate education to meet the needs of transferring students as well as those seeking a job/career after obtaining their associates

4. *Describe how and by whom assessment findings will be used.*

Assessment findings will be used by the Instructors, Department Head, Outcomes and Assessments Coordinator, and Dean of the School of Business and Industry to determine areas of strength in the program as well as to provide opportunities for improvement in the overall program.

B. Implementation Assessment Plan Components

It is important to create a detailed implementation plan that aligns each student learning outcome with each of the following items:

- (A) how/where program outcomes are learned,
- (B) what evidence/indicator(s) will be collected, including both direct and indirect evidence,
- (C) how the evidence/indicator(s) will be collected and by whom,
- (D) how the evidence/indicator(s) will be analyzed and by whom, and
- (E) how assessment findings will be communicated back to the academic unit's faculty and students and used to improve the program.

Please note, it is important that the implementation plan collects useful information and that the collection and analysis methods are manageable given the resources available in your academic unit.

1. Instructions: For each program-level outcome (not course objectives), please provide information for each category listed below. Both direct and indirect evidence/indicators should be utilized in your assessment plan. You are encouraged to utilize existing evidence/indicators when feasible to keep the process manageable. You should also collect evidence/indicators throughout the program and not just at the end.

Associate of Business Degree: Business Administration

Program Learning Outcome	Where the Outcome is learned	Evidence of Learning	Collection Methods for Evidence	Analysis Methods for Evidence	Feedback Procedures
1) Demonstrate a fundamental knowledge of business law concepts	BADM 2010 Business Law I	Successful completion of homework, written tests, and performance assessments with a 75% or better and student opinions of own learning	Grade evaluations on homework, written tests, and performance assessments and course evaluations will be used for student opinions of own learning	Student scores, faculty developed rubric for performance assessments, and course evaluations	Discuss at business faculty meeting, develop action plan, and follow-up
2) Demonstrate competence in using computer technology in the business environment	IMGT 2400 Introduction to Information Management	Successful completion of homework, written tests, and performance assessments with a 75% or better and student opinions of own learning	Grade evaluations on homework, written tests, and performance assessments and course evaluations will be used for student opinions of own learning	Student scores, faculty developed rubric for performance assessments, and course evaluations	Discuss at business faculty meeting, develop action plan, and follow-up
3) Demonstrate knowledge of marketing and its function in business	MKT 2100 Principles of Marketing	Demonstrate knowledge of the 4 P's of marketing on embedded exam questions (75% or above on question), proficiency on marketing project, and student opinions of own learning	Collect results of embedded exam question, use rubric to evaluate marketing project, and course evaluations for student opinions of own learning	Embedded question results, instructor and 2nd faculty use rubric for marketing project, and course evaluations	Discuss at business faculty meeting, develop action plan, and follow-up
4) Demonstrate the ability to apply management concepts to business situations	MGT 2100 Principles of Management	Proficient or better on rubric (75% or better) for case analysis and student opinions of own learning	Case analysis paper and presentation is done by each student and evaluated with rubric. Course evaluations will be used for student opinions of own learning.	Instructor and 2nd faculty use case analysis rubric and course evaluations	Discuss at business faculty meeting, develop action plan, and follow-up
5) Demonstrate understanding of the application of the conceptual framework of accounting, generally accepted accounting principles, and financial statements	ACCT 2010 Principles of Accounting I and ACCT 2020 Principles of Accounting II	Successful completion (75% or better) of embedded exam questions in ACCT 2010 & 2020 and Comprehensive Final exams in ACCT 2010 & 2020 and student opinions of own learning	Collect results of embedded exam questions, exam results, and course evaluations for student opinions of own learning.	Instructor and department head develop and use rubric (if applicable). Item analysis of embedded exam questions, examination results, and course evaluations.	Discuss at business faculty meeting, develop action plan, and follow-up

2. Describe the responsibilities, timeline, and the process for implementing this assessment plan.
 - a. Instructors will gather data in each area they are instructing and share with the Business Division department head for analysis.
 - b. This analysis will be presented in Business Division faculty meetings.
 - c. All business faculty will participate in the development of action plans based on feedback and results.
 - d. All business faculty will participate in evaluating the effectiveness of this plan.
 - e. The Business Division will analyze outcomes 3 and 4 in academic year 2010-2011 and going forward.
 - f. Outcomes 1 and 2 will begin in academic year 2011-2012 and going forward.
 - g. Outcome 5 will begin in academic year 2012-2013 and going forward.
 - h. Data will be gathered on these outcomes and presented to the faculty in department meetings.
 - i. The department meetings will be used to interpret findings and develop action plans as needed.
 - j. These action plans will be implemented the following academic year and results will be evaluated (follow-up).

C. Global Design & Use

It is critical that program assessment plans be developed and approved by all faculty in the department. In addition, *include student input and external sources* (e.g., national standards, advisory boards, employers, alumni, etc.) in the development of the assessment plan(s).

1. *Describe the process through which your academic unit created this assessment plan. Include:*
 - a. *Timeline regarding when or how often this plan will be reviewed and revised. (This could be aligned with your unit's departmental review schedule.)*

This program assessment plan is an ongoing plan and will be reviewed and revised as needed but at least on an annual basis. The plan was first drafted by Scott Nolan in March of 2010 and distributed to faculty, outcomes and assessment coordinator (Kathleen Thatcher), and Dean of the school of business and Industry (Lesley Travers). During the summer of 2010, Scott Nolan, Gary Donnelly, Karla Volpi, Roberta Marvel, and Joe Simon attended the ACBSP Conference in Los Angeles, CA. This plan was created in a joint effort of Accounting, Marketing, Business, and Computer Applications and Business Technology departments. This collaborate effort has provided continuity across all of the areas listed above and also ensures faculty and department head participation.

- b. *How students were included in the process and/or how student input was gathered and incorporated into the assessment plan.*

At this time students were not involved in the process, but will be incorporated in the future as the various assessment data is collected and the plan is more fully incorporated into the program.

- c. *What external sources were consulted in the development of this assessment plan?*

In creating this program, as mentioned earlier, information gathered at the ACBSP conference in Los Angeles, CA was used. A very influential part of that was the information presented and distributed in the pre-conference seminar by Janice Staudemire entitled "Student Learning Outcomes: Closing the Loop." The Casper College Outcomes and Assessment Coordinator (Kathleen Thatcher) provided several samples for the Business Division to review throughout this process.

d. Assessment of the manageability of the plan in relation to departmental resources and personnel

This plan is manageable because we have chosen to start with two outcomes in the first academic year and will continue to add more outcomes as the division faculty and department heads become more familiar with the process. Further, many of these items are already being measured. The added steps of gathering, analyzing, developing action plans, and following-up will be the challenge. Since the process of developing the plan has been such a collaborative effort, the dedication to closing the loop will be strong.

MGT 2100 Principles of Management

Case/Presentation Evaluation Sheet

Student: _____ Topic: _____

Written Report

- Standard report formatting is followed ____/10 pts
 - Title page
 - Executive summary (one page summary of the case)
 - Introduction of the issues and background of the case
 - Body – what are the issues and how you address them using course knowledge
 - Conclusion – recap your recommendations/solutions/ideas about the issue(s) in the case
- Demonstration of course material used to make logical recommendations or solve/address issues ____/40 pts
- Report fully addresses the issue(s) faced in the case ____20/pts
- Professionalism – grammar, punctuation, spelling, appearance, etc. ____/10 pts
- Overall quality of report ____/20 pts

Oral Presentation

- Time requirement ____10/pts
- Well prepared for presentation ____/5 pts
- Organization ____/10 pts
- Delivery ____/5 pts
- Clarity ____/5 pts
- Visual aides used ____/5 pts
- Overall quality of presentation ____/10 pts

Grading

Total formal written report: _____ 100 points possible

Total presentation: _____ 50 points possible

Overall Grade: _____ 150 total points possible

Comments: