

ANNUAL RESULTS SECTION

GENERAL EDUCATION LEARNING OUTCOME: 3.1. (GELO 4: Problem Solving) The student will demonstrate the ability to define a problem, develop a plan to solve the problem, collect and analyze information, solve the problem, evaluate results, and define any need for further work.

GOAL 3: Outcome 3.1: Demonstrate oral/written communication skills necessary in the workplace.

Program OUTCOME 3.1: Students apply their oral communication skills through activities and projects in coursework.

MEASUREMENT TOOL 3.1a: Score on an oral presentation about a marketing topic in Principles of Marketing.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2015-16	Summer 2015, Fall 2015, Winter 2016, Spring 2016	80% of the students will score an 80% or higher. The measurement will be used in face-to-face classes.	Yr. 1 Results: <p style="text-align: center;">Classroom</p> 58 students were assessed using this method; 91% or 53 students assessed completed the oral presentation with an 80% or higher. <p style="text-align: center;">Hybrid</p> 51 students were assessed using this method; 82% or 42 students assessed completed the oral presentation with an 80% or higher.
			Yr. 1 Analysis: Benchmarks were met for classroom and hybrid classes. The benchmark will continue to be used for year 2 of the assessment cycle.
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)
Year 2 2016-17	Fall 2016, Winter 2017, Spring 2017		Yr. 2 Results: <p style="text-align: center;">Classroom</p> 32 students were assessed using this method; 94% or 30 students assessed completed the oral presentation with an 80% or higher. <p style="text-align: center;">Hybrid</p> 8 students were assessed using this method; 100% or 8 students assessed completed the oral presentation with an 80% or higher.
			Yr. 2 Analysis/Follow-up/Results of Changes: Benchmarks were met for classroom and hybrid classes. The benchmark will continue to be used for year 3 of the assessment cycle.
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)

Name of Program: Business Administration

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Year 3 2017-18	Summer 2017, Fall 2017, Winter 2018, Spring 2018		Yr. 3 Results: <p style="text-align: center;">Classroom</p> 41 students were assessed using this method; 93% or 38 students assessed completed the oral presentation with an 80% or higher. <p style="text-align: center;">Hybrid</p> 24 students were assessed using this method; 100% or 18 students assessed completed the oral presentation with an 75% or higher.
			Yr. 3 Analysis/Follow-up/Results of Changes: Benchmarks were met for classroom and hybrid classes.
			Proposed Changes for Next Cycle: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes) The course is not being formally assessed for the next cycle.

MEASUREMENT TOOL 3.1b: Score on an oral presentation about a management topic in Principles of Management.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2015-16	Summer 2015, Fall 2015, Winter 2016, Spring 2016	80% of the students will score an 80% or higher. The measurement will be used in face-to-face classes.	Yr. 1 Results: <p style="text-align: center;">Classroom</p> 163 students were assessed using this method; 88% or 143 students assessed completed the oral presentation with an 80% or higher.
			Yr. 1 Analysis: The benchmark was met for the classroom classes. The benchmark will continue to be used for year 2 of the assessment cycle.
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)
Year 2 2016-17	Fall 2016, Winter 2017, Spring 2017		Yr. 2 Results: <p style="text-align: center;">Classroom</p> 95 students were assessed using this method; 87% or 83 students assessed completed the oral presentation with an 80% or higher.
			Yr. 2 Analysis/Follow-up/Results of Changes: The benchmark was met for the classroom classes. The benchmark will continue to be used for year 3 of the assessment cycle.

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			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)
Year 3 2017-18	Summer 2017, Fall 2017, Winter 2018, Spring 2018		<p>Yr. 3 Results:</p> <p style="text-align: center;">Classroom</p> <p>165 students were assessed using this method; 87% or 143 students assessed completed the oral presentation with an 80% or higher.</p> <p style="text-align: center;">Hybrid</p> <p>26 students were assessed using this method; 100% or 24 students assessed completed the oral presentation with an 92% or higher.</p>
			<p>Yr. 3 Analysis/Follow-up/Results of Changes:</p> <p>Benchmarks were met for classroom and hybrid classes.</p>
			<p>Proposed Changes for Next Cycle: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes)</p> <p>The course is not being formally assessed for the next cycle.</p>

GOAL 1: Outcomes 1.1: 1.1 demonstrate the use of business practices.

Program OUTCOME1.1: Students identify and apply basic accounting principles.

MEASUREMENT TOOL 1.1a: Score on comprehensive final in Principles of Accounting 1.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2015-16	Summer 2015, Fall 2015, Winter 2016, Spring 2016	80% of the students who complete the comprehensive final in Principles of Accounting 1 will score a 70% or higher. The measurement will be used in online, hybrid and face-to-face classes.	<p>Yr. 1 Results:</p> <p style="text-align: center;">Classroom</p> <p>310 students were assessed using this method; 67% or 208 students assessed completed the comprehensive final with a 70% or higher.</p> <p style="text-align: center;">Online</p> <p>175 students were assessed using this method; 85% or 149 students assessed completed the unit exams with a 70% or higher.</p> <p style="text-align: center;">Hybrid</p> <p>67 students were assessed using this method; 58% or 39 students assessed completed the unit exams with a 70% or higher.</p>
			<p>Yr. 1 Analysis:</p> <p>Students met the benchmark for classroom and online sections. The hybrid sections did not reach their goal of 80%. The benchmark will continue to be used for year 2 of the assessment cycle.</p>

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			An analysis of the ACCT 1200 hybrid sections from Fall 2016 to Spring 2017 in which this goal was not met found that UNL students have a lower pass rate than SCC students. During this period, 37.5% of the UNL students in these sections scored above 70% while 44.4% of SCC students met the goal. The average score for UNL students who passed the exam was 74% while the average score for SCC students passing the exam was 88%.
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)
Year 2 2016-17	Fall 2016, Winter 2017, Spring 2017		<p>Yr. 2 Results:</p> <p style="text-align: center;">Classroom</p> <p>134 students were assessed using this method; 58% or 78 students assessed completed the comprehensive final with a 70% or higher.</p> <p style="text-align: center;">Online</p> <p>166 students were assessed using this method; 88% or 146 students assessed completed the unit exams with a 70% or higher.</p> <p style="text-align: center;">Hybrid</p> <p>35 students were assessed using this method; 54% or 19 students assessed completed the unit exams with a 70% or higher.</p>
			<p>Yr. 2 Analysis/Follow-up/Results of Changes:</p> <p>Students met the benchmark for online sections. The classroom and hybrid sections did not reach their goal of 80%. The benchmark will continue to be used for year 3 of the assessment cycle.</p> <p>A recommendation is to review the comprehensive final to evaluate subject areas where scoring was low and apply teaching and learning methods to improve the score.</p>
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)
Year 3 2017-18	Summer 2017, Fall 2017, Winter 2018, Spring 2018		<p>Yr. 3 Results:</p> <p style="text-align: center;">Classroom</p> <p>176 students were assessed using this method; 73% or 128 students assessed completed the comprehensive final with a 70% or higher.</p> <p style="text-align: center;">Online</p> <p>217 students were assessed using this method; 57% or 124 students assessed completed the unit exams with a 70% or higher.</p>

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			<p style="text-align: center;">Hybrid</p> <p>24 students were assessed using this method; 75% or 18 students assessed completed the unit exams with a 70% or higher.</p>
			<p>Yr. 3 Analysis/Follow-up/Results of Changes: The significant drop in online pass rates correlates to the implementation of a proctored final. The classroom and hybrid classes both met their goals and increased significantly from year two results. Advisers encourage students to take Office Accounting I (OFFT1310) prior to taking Principles of Accounting I to better prepare them for the course which may have contributed to meeting assessment goals in the classroom and hybrid classes.</p>
			<p>Proposed Changes for Next Cycle: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes) Principles of Accounting 1 will continue to be assessed but the GELO and Program Outcome has been modified.</p>

MEASUREMENT TOOL 1.2b: Score on financial section of the business plan in Small Business Management.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2015-16	Summer 2015, Fall 2015, Winter 2016, Spring 2016	80% of the students who complete the financial section of the plan will score of 70% or higher. The measurement will be used in online and face-to-face classes.	<p>Yr. 1 Results:</p> <p style="text-align: center;">Classroom</p> <p>27 students were assessed using this method; 93% or 25 students assessed completed the financial section of the plan with a 70% or higher.</p> <p style="text-align: center;">Online</p> <p>25 students were assessed using this method; 100% or 25 students assessed completed the financial section of the plan with a 70% or higher.</p>
			<p>Yr. 1 Analysis: Benchmarks were met for both classroom and online classes. The benchmark will continue to be used for year 2 of the assessment cycle.</p>
			<p>Proposed Changes for Year 2: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)</p>
Year 2 2016-17	Fall 2016, Winter 2017, Spring 2017		<p>Yr. 2 Results:</p> <p style="text-align: center;">Classroom</p> <p>5 students were assessed using this method; 100% or 5 students assessed completed the financial section of the plan with a 70% or higher.</p> <p style="text-align: center;">Online</p>

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			17 students were assessed using this method; 94% or 16 students assessed completed the financial section of the plan with a 70% or higher.
			Yr. 2 Analysis/Follow-up/Results of Changes: Benchmarks were met for both classroom and online classes. The benchmark will continue to be used for year 3 of the assessment cycle.
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)
Year 3 2017-18	Summer 2017, Fall 2017, Winter 2018, Spring 2018		Yr. 3 Results: Online 38 students were assessed using this method; 100% or 38 students assessed completed the financial section of the plan with a 70% or higher.
			Yr. 3 Analysis/Follow-up/Results of Changes: Benchmarks were met for both classroom and online classes.
			Proposed Changes for Next Cycle: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes) The course is not being formally assessed for the next cycle.

GOAL 2: Outcome 2.2: Develop skills required to seek, gain, and maintain employment.

Program OUTCOME 2.2: Students demonstrate the use of professional employment skills in the community.

MEASUREMENT TOOL 2.2a: Score on end-of-term Cooperative Experience student appraisal by the employer.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2015-16	Summer 2015, Fall 2015, Winter 2016, Spring 2016	90% of the students will score an 80% or higher on their end-of-term Cooperative Experience student appraisal by the employer.	Yr. 1 Results: Classroom 21 students were assessed using this method; 100% or 21 students assessed scored an 80% or higher on their employers' appraisals.
			Yr. 1 Analysis: Benchmarks were met for classroom classes. The benchmark will continue to be used for year 2 of the assessment cycle.
			Proposed Changes for Year 2: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)

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Year 2 2016-17	Fall 2016, Winter 2017, Spring 2017		Yr. 2 Results: <p style="text-align: center;">Classroom</p> 9 students were assessed using this method; 100% or 9 students assessed scored an 80% or higher on their employers' appraisals.
			Yr. 2 Analysis/Follow-up/Results of Changes: Benchmarks were met for classroom classes. The benchmark will continue to be used for year 3 of the assessment cycle.
			Proposed Changes for Year 3: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)
Year 3 2017-18	Summer 2017, Fall 2017, Winter 2018, Spring 2018		Yr. 3 Results: <p style="text-align: center;">Online</p> 1 student was assessed using this method; 100% or 1 student assessed scored an 80% or higher on their employers' appraisals.
			Yr. 3 Analysis/Follow-up/Results of Changes: Benchmark was met for online classes
			Proposed Changes for Next Cycle: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes) The course is not being formally assessed for the next cycle.

GOAL 4: Outcome 4.2: Demonstrate up-to-date technical skills.

Program OUTCOME 4.2: Students use current technology to successfully complete course projects.

MEASUREMENT TOOL 4.2a: Score on Electronic-Commerce Marketing course projects demonstrates an understanding of current e-commerce trends.

Cycle Year	Quarters Assessed	Benchmark	Results/ Analysis/Follow-up/Results of Changes
Year 1 2015-16	Summer 2015, Fall 2015, Winter 2016, Spring 2016	80% of the students will score an 80% or higher. The measurement will be used in online and face-to-face classes.	Yr. 1 Results: <p style="text-align: center;">Classroom</p> 42 students were assessed using this method; 83% or 35 students assessed completed course projects with an 80% or higher. <p style="text-align: center;">Online</p> 14 students were assessed using this method; 71% or 10 students assessed completed course projects with an 80% or higher.

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			<p>Yr. 1 Analysis: Benchmarks were met for the classroom but not online classes. The benchmark will continue to be used for year 2 of the assessment cycle.</p> <p>New textbook and new instructional materials, especially audio sessions with experts in the field, should give online students a better foundation regarding e-commerce trends to apply to their projects.</p>
			<p>Proposed Changes for Year 2: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)</p>
Year 2 2016-17	Fall 2016, Winter 2017, Spring 2017		<p>Yr. 2 Results:</p> <p style="text-align: center;">Classroom</p> <p>19 students were assessed using this method; 89% or 17 students assessed completed course projects with an 80% or higher.</p> <p style="text-align: center;">Online</p> <p>9 students were assessed using this method; 78% or 7 students assessed completed course projects with an 80% or higher.</p>
			<p>Yr. 2 Analysis/Follow-up/Results of Changes: Benchmarks were met for the classroom but not online classes. The benchmark will continue to be used for year 3 of the assessment cycle.</p>
			<p>Proposed Changes for Year 3: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (If Yes, describe changes)</p>
Year 3 2017-18	Summer 2017, Fall 2017, Winter 2018, Spring 2018		<p>Yr. 3 Results:</p> <p style="text-align: center;">Classroom</p> <p>6 students were assessed using this method; 83% or 5 students assessed completed course projects with an 80% or higher.</p>
			<p>Yr. 3 Analysis/Follow-up/Results of Changes: Benchmarks were met for the classroom.</p>
			<p>Proposed Changes for Next Cycle: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (If Yes, describe changes) The course is not being formally assessed for the next cycle.</p>

THREE-YEAR SUMMARY

INSTRUCTIONS

The goal of assessment is to improve student learning. In the SUMMARY section below, identify what your program learned during this three-year assessment cycle and how the results will lead to program improvement. Topics to address in your summary:

SUMMARY

- **What did your program most want your students to learn?**

The BSAD program is designed to give students knowledge and skills to be successful in business.

- **How does the data show the students are (or are not) learning the intended outcomes?**

In most courses assessed, the goals were met. The goals not reached were slightly below the goal.

The goals met include:

- Oral presentation about a management topic in Principles of Management.
- Oral presentation about a marketing topic in Principles of Marketing.
- Written evaluation from student about their cooperative experience.
- End-of-term Cooperative Experience student appraisal by the employer.

The goals not met include:

- Comprehensive final in Principles of Accounting 1 met some goals during the three-year cycle.
- Electronic-Commerce Marketing course projects met goal in the classroom but not in online course.

The data shows that the BSAD students are learning the intended outcomes for our program for most of the courses assessed.

- **How does the General Education Learning Outcome (GELO) help students achieve a program goal?**

The GELO utilized for this assessment report was GELO 4, Problem solving: *The student will demonstrate the ability to define a problem, develop a plan to solve the problem, collect and analyze information, solve the problem, evaluate results, and define any need for further work.* Oral communication skills assessed in Principles of Management and Principles of Marketing improve student's ability to critically think and construct well-organized thoughts. Electronic-Commerce Marketing course projects help students understand and apply business decisions to correlate with current e-commerce trends. End-of-term Cooperative Experience student appraisal by the employer gives students feedback about their job performance. The comprehensive final in Principles of Accounting 1 applies their accounting knowledge to evaluate and solve accounting problems.

- **How has your program utilized the results to impact curriculum and/or strategies to improve student learning?**

The results give the BSAD program more information when reviewing curriculum and textbooks used in classes. More instructors use ELE activities, which improve student's preparation for class. Several classrooms have been updated with posters and whiteboard paint, to make them more ELE friendly and to improve the learning environment for students. Two technology classrooms, T1 and T3 have also been updated. Many instructors in the program are utilizing the resources and seminars made available by the college's Engaged Learning Team. ELE examples use by instructors included the use of interactive online resources, quizzes and tickets to assess student's readiness for class.

An Accounting DACUM was conducted during this assessment cycle. Because of the DACUM study, changes implemented include:

- Proctored finals for Principles of Accounting I comprehensive final for online sections.
 - Reduced the number of sections offered for Intermediate Accounting I, Cost Accounting, and Principles of Accounting II.
 - Encouraged students to take Office Accounting I (OFFT1310) prior to taking Principles of Accounting I to better prepare them for the course.
 - Administered a Principles of Accounting I pre-test to new students to determine their accounting competency.
 - Reviewed pre-requisites to make sure they best fit our offerings, and looked at Quality Initiative results to determine other methods to lower the failure rate of Principles of Accounting I.
- **How are the assessment results related to the program's Long-Range Plan and Budget?**

Strategic Plan Goal 2.3: *Improve student success by identifying areas of improvement that would lead to retention in the business program degree, diploma, or certificate.*

- The Accounting DACUM was budgeted and conducted during this assessment cycle. As a result of the DACUM study, changes implemented include:
 - Proctored finals for Principles of Accounting I comprehensive final.
 - Reduced the number of sections offered for Intermediate Accounting I, Cost Accounting, and Principles of Accounting II.
 - Encouraged students to take Office Accounting I (OFFT1310) prior to taking Principles of Accounting I to better prepare them for the course.
 - Administering a Principles of Accounting I pre-test for new students.
 - For spring 2018 quarter, every full-time accounting instructor provided one hour of tutoring per week in the tutoring center. Demand was not as heavy as anticipated, however this strategy may be used again in the fall quarter when enrollment is the heaviest.
 - Students were encouraged to take advantage of the Transitions Lab based on the Lab's high success rates, and have posted Tutoring Center contact information more prominently in all of our accounting moodle shells.
 - Reviewed pre-requisites to make sure they best fit our offerings, and look at Quality Initiative results to determine other methods to lower the failure rate of Principles of Accounting I.

Strategic Plan Goal 5.3: *Participate in technology training and professional development.*

- BSAD program budgeted funds to participate in a partnership with the State of Nebraska and Microsoft to offer testing to students and faculty from September 2014 through September 2017. The MOS exam was offered to all Microsoft Applications I (BSAD1010) and Microsoft Applications II (BSAD1020) students and staff. High School students were also offered the opportunity to take the MOS exam. Ninety % of full-time and adjunct faculty have passed all four of the MOS certification exams.
- BSAD budget includes the opportunity for Instructors to participate in professional development activities and/or travel to conferences for technology, ELE training, and other professional activities.
- More instructors use ELE activities, which improve student's preparation for class. Many instructors in the program are utilizing the resources and seminars made available by the college's Engaged Learning Team. ELE examples use by instructors included the use of interactive online resources, quizzes and tickets to assess student's readiness for class.

Strategic Plan Goal 1.2: Promote enrollment growth in the BSAD program based on student and employer demand by increasing exposure of the BSAD Program to potential students in the 15 county area.

- Our BSAD budget included compensation to hire part-time advisors when faculty are not on campus. This helps students choose appropriate courses based on their abilities and helps them become successful in their program of study.
- Advisory committee members, co-op supervisors, employment agencies, and other large employers have been surveyed to determine competencies needed for our students to be successful. This process will continue and decisions made are to be included in next year's college catalog.
- **What recommendations will the program implement in the next three-year assessment cycle?**

The program will be using the following GELOS for the next 3-year cycle:

- GELO 3: Critical Thinking and Problem Solving will be used to assess Principles of Accounting I.
- GELO 4: Global Awareness and Citizenship will be used to assess Business Ethics.
- GELO 6: Career and Life Skills will be used to assess Career Transitions and Introduction to Entrepreneurship.

Program strategies for the next three-year assessment cycle include:

- Pilot a project to solicit student input to develop a BSAD focus group that improves student success through retention and engagement.
- Encourage Faculty and students to use Office 365 for both classroom activities and presentations.
- Homework requirements will be listed on all full-time faculty CIDs starting Fall 2018 and all adjuncts starting Winter 2018.
- Two additional T-section classrooms will be converted to ELE classrooms and more training will be available for Distance Learning classrooms.
- Encourage BSAD faculty to expand their knowledge and professional development.
- Encourage more faculty lead meetings where idea generation and collaboration drive innovation for the program.

Individual Completing Report: Pat Galitz
Title: Business Administration Instructor
Office Phone: 402 437 2418
Email: pgalitz@southeast.edu

Program Chair: Terri Tiedeman
(if someone else completed report)
Office Phone: 402 437 2415
Email: ttiedeman@southeast.edu