Business Administration Associate in Arts Assessment Results

Program Objective

The Business Administration program provides the graduate with general administrative skills as well as a diversified background in business management principles. The program provides the tools and knowledge to confidently pursue employment in the field of general business administration.

Program Description

The second year introduces the specific business administrative courses that are the core of the degree. Students who complete the Business Administration degree program will be prepared to apply a wide range of concepts in management, marketing, human resources, and finance.

To fulfill the basic goals and objectives the following Business Administration Year Two Program Learning Outcomes have been adopted for the program.

Upon successful completion of this program, students will be able to do the following:

1. Apply an understanding of global and economic, social, and environmental trends to issues and developments in the current business environment.

2. Demonstrate an understanding of ethical decision making based on knowledge, self-awareness, and critical thinking skills.

3. Apply an understanding of principles and best practices of management, human resources, finance, and marketing to analyze issues and problems, and contribute to continuous quality improvement efforts.

4. Apply methods and materials of research to complete written projects based on business administration concepts and topics

5. Model behavior that reflects confidence, competence and professionalism.

Program Learning Outcomes (PLOs) Assessment Report Summary

Findings:

This assessment was completed in 2016. The course student learning outcomes assessments from all of the course assessments in the Business Administration Year 2 program map to the program learning outcomes. The department set target achievement goals and compared the results of the actual achievement goals to the target. The results of the course and program assessment showed the following:

Quality research projects have been a goal of the BA2/GE departments for a long time. The departments recognize the importance of helping student improve their writing and have worked toward improving writing and the writing process for many years. We have made some changes recently that have improved student writing and grading.

One thing we did a few years ago was to purchase access to the EBSCO database. In 2013, WASC recommended that we improve our research paper resource offerings and this was how

we addressed that recommendation. At first, students were reluctant to use EBSCO but they are now taught how to use it in their composition class and they are more comfortable with it. They are improving their sources. We have discontinued group projects and that has really brought attention to the quality of individual student research abilities. The students often struggle with critical thinking and for them to write an argumentative paper has been a challenge for some.

Another thing we did was to restructure the research papers and outcomes. We changed the outcomes to focus on information literacy, critical thinking, research and written and verbal competence. We worked with the English department to ensure that the research procedures students were introduced to in GE201 – English Composition, were strengthened in the BA2/GE research papers. We no longer have group projects because we found that, many times, it was not a group effort and it also hid students who had poor writing skills. We now have the following assignments in all classes:

Week 3 – thesis statement due

Week 6 – Outline due

Week 9- Draft due

Week 12 – final paper due

Instructors are doing a better job of following the rubric to grade the papers. This helps provide feedback to the students so that they can improve their writing on the next paper.

We want to make sure to have interactive activities in the classes. Many instructors are teaching creatively and that creates a great learning environment. We need to work on collaboration and sharing best practices.

A big question is "do the students improve their writing from class to class?" We are going to focus on tracking that over the next few years.

We also want to make sure instructors are trained to use EBSCO efficiently so that they can help students improve their search techniques.

Action Items:

- Track Cohorts through GE courses to see if their writing improves from course to course.
- Train instructors on good EBSCO search techniques.
- Work on improving critical thinking.