

USC Lancaster - AS Business 2015 - 2016 Assessment Plan

I. ANNUAL REPORT FOR YEARS 2014 - 2015

Mission Statement

The mission of the Associate in Science (AS) in Business degree, offered through USC Lancaster, a regional campus of the University of South Carolina, is to provide educational opportunities that will prepare students for careers in business and industry as well as meet the preliminary requirements that transfer into the four-year Integrated Information Technology (ITEC) program offered at the University of South Carolina Columbia.

Goal 1.

Students completing the Associate in Science in Business degree program at USC Lancaster will achieve a foundational understanding of business practices, financial and economic concerns, and information technologies for the workplace. In the process of acquiring this knowledge, they will develop the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of informed and enlightened citizenship in their communities and in the wider society.

Curriculum

Curriculum for Learning Outcome 1

Accounting and Financial Skills

ACCT 225 Introduction to Financial Accounting or RETL 261 Functional Accounting I

Curriculum for Learning Outcome 2

Knowledge of Basic Legal Concepts

ITEC 240 Business Law or ACCT 324 Survey of Commercial Law

Curriculum for Learning Outcome 3

Management Skills

MGMT 371 Principles of Management

Curriculum for Learning Outcome 4

Effective Communication

SPCH 140 Public Communication, ITEC 242 Business Communications, or ENGL 463 Business Writing

Learning Outcome 1.

Accounting and Financial Skills

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.

Measures and Criteria

70% of students should obtain a score of 3 or better on sample work submitted by Accounting faculty members.

Methods

2014-2015: Business faculty will review the Accounting and Financial Skills Rubric to determine if additional change is desired in the rubric or sample collection methods. (This is unlikely, as the rubric was modified in the 2012-2013 assessment cycle.) Following initial analysis of results, assessment data will be reported to all business faculty for review and recommendations.

Results

Faculty selected to submit artifacts for assessment of this learning outcome were notified via email in Fall 2014. To assess Student Learning Outcome 1, two sets of student artifacts for ACCT 225 (Introduction to Financial Accounting) were scored through the use of CengageNow. CengageNow is a course management and learning system owned and operated by Cengage Learning. One set of artifacts was from Fall 2014 (N=37) semester and one set (N=24) was from Spring 2015 semester. The average overall score reported:

- Fall 2014 – 90%
- Spring 2015 – 87.9%

These scores are a clear indication that the 70% threshold was met for both sets of artifacts; more specifically:

FALL 2014

Student Learning Outcome 1 was met with 89% of the sample (33 out of 37) scoring At or Above Standard.

Of this sample:

- 1 student scored Above Standard (3%)
- 32 students scored At Standard (86%)
- 4 students scored Below Standard (11%)

SPRING 2015

Student Learning Outcome 1 was met with 83% of the sample (20 out of 24) scoring At or Above Standard.

Of this sample:

- 1 student scored Above Standard (4%)
- 19 students scored At Standard (79%)
- 4 students scored Below Standard (17%)

Students' strengths in learning the accounting principles, criteria stated on the rubric utilized for this course, were demonstrated by students (N=53) having met Student Learning Outcome 1 for both Fall 2014 and Spring 2015 semesters.

Specific student learning weaknesses could not be readily identified as there was no discernible pattern evident after review of student artifacts and scores generated by CengageNow.

Use of Results

Assessment of student learning outcomes can be viewed as a fluid process; one that can be adjusted as the results of student learning outcomes are reviewed. In exploring ways to gain an accurate understanding of the knowledge and skills students in the Associate of Science in Business degree program have achieved, the following revisions to the current assessment practices are planned:

- Student Learning Outcome 1 will be revised to align with SMART criteria by faculty members of the Business Department along with the Assessment Coordinator over Summer and early Fall 2015.
- At this time two classes are identified for assessment of this learning outcome; RETL 261 (Functional Accounting I), is no longer offered, leaving ACCT 225 (Introduction to Financial Accounting) as the sole course recognized for assessment of Student Learning Outcome 1. Additional courses may provide an enhanced understanding of students' learning. To ascertain if additional courses are available, appropriate, and the extent to which the course aligns to the learning outcome, a curriculum map will be developed over the summer and early fall of 2015 by faculty members of the Business Department, the Assessment Coordinator, and Academic Dean.
- As triangulation is considered best practice for assessment of student learning, submission of multiple assessments, both indirect and direct, formative and summative, should be taken into consideration by department faculty members at the start of the 2015-2016 assessment cycle.
- Considered an appropriate vehicle to measure student achievement of Student Learning Outcome 1, CengageNow will continue to be utilized for ACCT 225 (Introduction into Financial Accounting).
- The rubric for Student Learning Outcome 1 will be revised by faculty members of the Business Department, Assessment Coordinator, and Academic Dean over the summer through early fall 2015 to align with the revised student learning outcome.
 - At the start of the 2015-2016 academic year, the revised rubric will be piloted in business classes identified by the curriculum map.

- Stripped of identifying information, work samples from the piloted rubric will be utilized by Business Department faculty members and the Assessment Coordinator to establish validity and reliability.
- The Assessment Coordinator, after removing identifying information, will distribute student artifacts to a panel of faculty from various disciplines to establish inter-rater reliability.
 - Consideration will be given to the use of anchor papers to increase inter-rater reliability.
- As a means to ensure submission of requested student artifacts, all faculty in the Business Department, to include adjunct faculty, will meet to discuss the assessment process as well as the importance and impact of assessments on student learning, focused teaching, and the accreditation requirements as set out by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- The Assessment Coordinator will offer training and/or assistance to faculty in:
 - Developing SMART student learning outcomes
 - Constructing rubrics
 - Developing curriculum maps
 - Scoring student artifacts
 - Developing assignments relevant to the learning outcome under review

Learning Outcome 2.

Knowledge of Basic Legal Concepts

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.

Measures and Criteria

70% of students should obtain a score of 3 (out of 5) or higher on the BUSN Knowledge of Basic Legal Concepts Rubric.

Methods

2014-2015: The Assessment Coordinator will work with faculty to collect samples of ungraded student work relevant to the learning outcome from ITEC 240 or ACCT 324. These samples may include examinations, projects, research papers, PowerPoint presentations, or other relevant examples demonstrating knowledge of basic legal concepts relative to business law. These artifacts will be coded, stripped of identifying information, and scored by a faculty review panel including members of the Assessment Committee, as well as selected business faculty. Following initial analysis of results, assessment data will be reported to all business faculty for review and recommendations.

Results

Faculty members selected to submit student artifacts were notified via email in Fall 2014; when notified, faculty were requested to submit any assignment they believed relevant to the learning outcome under review. Faculty members reviewing Student Learning Outcome 2 utilized a **modified version of the rubric** employed in the 2013-2014 assessment cycle. Modifications were limited to a reduction in levels of achievement from 5 to 3 [Above Standard (3), At Standard (2), Below Standard (1)]. Student artifacts (N=18) were collected for ACCT 324 (Commercial Law). Student artifacts were reviewed by two faculty members from various disciplines.

NOTE: Student artifacts for ACCT 324 (Survey of Commercial Law) were requested for assessment from one adjunct instructor. Several requests, written and oral, were made for the assessments; however, the artifacts were never submitted.

The threshold for Student Learning Outcome 2 was set at 70%; this outcome was met with 72% of the student samples scoring At or Above Standard.

Of this sample:

- 2 students scored Above Standard (11%)
- 11 students scored At Standard (61%)
- 5 students scored Below Standard (28%)

At first blush, it would appear that students' strengths and weaknesses in learning the **legal concepts stipulated** for this course would be readily identifiable. However, there were inconsistencies in how the two reviewers scored the student artifacts. One reviewer commented that of the eight criteria specified on the rubric, one was not applicable to the assignment; this reviewer scored the artifacts based on seven criteria. The other reviewer scored all eight criteria without comment.

Interpretation of the results for Student Learning Outcome 2 as well as determination of student strengths and weaknesses cannot be made with any confidence.

Use of Results

Assessment of student learning outcomes can be viewed as a fluid process; one that can be adjusted as the results of student learning outcomes are reviewed. In exploring ways to gain an accurate understanding of the knowledge and skills students in the Associate of Science in Business degree program have achieved, the following revisions to the current assessment practices are planned:

- Student Learning Outcome 2 will be revised to align with SMART criteria by faculty members of the Business Department along with the Assessment Coordinator over summer and early fall 2015.
- Currently two classes are identified for assessment of this learning outcome; ITEC 240 (Business Law), is no longer offered, leaving ACCT 324 (Survey of Commercial Law) as the sole course recognized for assessment of this learning outcome. Additional courses may provide an enhanced understanding of students' learning. To ascertain if additional courses are available, appropriate, and the extent to which the course aligns to the learning outcome, a curriculum map will be developed over the summer and early fall of 2015 by faculty members of the Business Department, the Assessment Coordinator, and Academic Dean.
- As triangulation is considered best practice for assessment of student learning, submission of multiple assessments, both indirect and direct, formative and summative, should be taken into consideration by department faculty members at the start of the 2015-2016 assessment cycle.
- The rubric for Student Learning Outcome 2 will be revised by faculty members of the Business Department, Assessment Coordinator, and Academic Dean over the summer through early fall 2015 to align with the revised student learning outcome as well as to address the inconsistencies experienced in this assessment cycle.
 - At the start of the 2015-2016 academic year, the revised rubric will be piloted in business classes identified by the curriculum map.

- Stripped of identifying information, work samples from the piloted rubric will be utilized by Business Department faculty members and the Assessment Coordinator to establish validity and reliability.
- After identifying information has been removed, the Assessment Coordinator will provide student artifacts to a panel of faculty from various disciplines to establish inter-rater reliability.
 - Consideration will be given to the use of anchor papers to increase inter-rater reliability.
- As a means to ensure submission of requested student artifacts, all faculty in the Business Department, to include adjunct faculty, will meet to discuss the assessment process as well as the importance and impact of assessments on student learning, focused teaching, and accreditation requirements as set out by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- The Assessment Coordinator will offer training and/or assistance to faculty in:
 - Developing SMART student learning outcomes
 - Constructing rubrics
 - Developing curriculum maps
 - Scoring student artifacts
 - Developing assignments relevant to the learning outcome under review

Learning Outcome 3.

Management Skills

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions.

Measures and Criteria

70% of students should obtain a score of 3 (out of 5) or higher on the **BUSN Management Skills Rubric**.

Methods

2014-2015: Business faculty members will review the **BUSN Management Skills Rubric** to determine if any change is desired in the rubric or sample collection methods. The Assessment Coordinator will then work with faculty to collect samples of ungraded student work relevant to the learning outcome from MGMT 371. These samples may include examinations, projects, research papers, PowerPoint presentations, or other relevant examples demonstrating application of knowledge of basic management theories.

Results

Faculty members selected to submit student artifacts were notified via email in Fall 2014; when notified, faculty were requested to submit any assignment they believed relevant to the learning outcome under review. In reviewing Student Learning Outcome 3, reviewers utilized a **modified version of the rubric** employed in the 2013-2014 assessment cycle. Modifications were limited to a reduction in achievement levels from 5 to 3 [Above Standard (3), At Standard (2), Below Standard (1)]. Student artifacts were collected for two Principles of Management (MGMT 371) courses. Reviewers were faculty members from various disciplines. One set of artifacts was reviewed by two reviewers, the second set of artifacts was reviewed by three reviewers. Scores for the two Principles of Management

(MGMT 371) courses were divergent with one course meeting the 70% threshold and one course failing to meet the threshold.

MGMT 371 (Management Skills) (N=20) met Student Learning Outcome 3 with 75% of the students (15 out of 20) scoring At or Above Standard.

Of this sample:

- 7 students scored Above Standard (35%)
- 8 students scored At Standard (40%)
- 5 students scored Below Standard (25%)

There were two reviewers for this course. Both reviewers scored the artifacts using three of four criteria. Neither reviewer offered commentary as to the reason one criteria was not included in the scoring process.

MGMT 371 (Management Skills) (N=27) did not meet Student Learning Outcome 3 with 59% of the students (16 out of 27) scoring At Standard or Above Level.

Of this sample:

- 6 students scored Above Standard (22%)
- 10 students scored At Standard (37%)
- 11 students scored Below Standard (41%)

There were three reviewers for this course. One reviewer noted that one of the four criteria was not applicable to the assignment and scored the artifacts using three criteria. Another reviewer noted that two of the four criteria were not applicable to the assignment, scoring the artifacts using two criteria. The third reviewer did not find any of the criteria to be problematic and scored the artifacts using all criteria.

The discrepancies in scoring student artifacts prohibits development of an accurate picture of student learning outcome success or failure, as well as an accurate determination of students' strengths and weaknesses regarding this learning outcome.

Use of Results

Assessment of student learning outcomes can be viewed as a fluid process; one that can be adjusted as the results of student learning outcomes are reviewed. In exploring ways to gain an accurate understanding of the knowledge and skills students in the Associate of Science in Business degree program have achieved, the following revisions to the current assessment practices are planned:

- Student Learning Outcome 3 will be revised to align with SMART criteria by faculty members of the Business Department along with the Assessment Coordinator over summer and early fall 2015.
- Currently there is one course, MGMT 371 (Management Skills), recognized for assessment of this learning outcome. Additional courses may provide an enhanced understanding of students' learning. To ascertain if additional courses are available, appropriate, and the extent to which the course aligns to the learning outcome, a curriculum map will be developed over the summer and early

fall of 2015 by faculty members of the Business Department, the Assessment Coordinator, and Academic Dean.

- As triangulation is considered best practice for assessment of student learning, submission of multiple assessments, both indirect and direct, formative and summative, should be taken into consideration by department faculty members at the start of the 2015-2016 assessment cycle.
- The rubric for Student Learning Outcome 3 will be revised by faculty members of the Business Department, Assessment Coordinator, and Academic Dean over the summer through early fall 2015 to align with the revised student learning outcome as well as to address the inconsistencies experienced in this assessment cycle.
 - At the start of the 2015-2016 academic year, the revised rubric will be piloted in business classes identified by the curriculum map.
 - Stripped of identifying information, work samples from the piloted rubric will be utilized by Business Department faculty members and the Assessment Coordinator to establish validity and reliability.
 - After removing identifying information the Assessment Coordinator will provide student artifacts to a panel of faculty from various disciplines to establish inter-rater reliability.
 - Consideration will be given to the use of anchor papers to increase inter-rater reliability.
- As a means to ensure submission of requested student artifacts, all faculty in the Business Department, to include adjunct faculty, will meet to discuss the assessment process as well as the importance and impact of assessments on student learning, focused teaching, and accreditation requirements as set out by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- The Assessment Coordinator will offer training and/or assistance to faculty in:
 - Developing SMART student learning outcomes
 - Constructing rubrics
 - Developing curriculum maps
 - Scoring student artifacts
 - Developing assignments relevant to the learning outcome under review

Learning Outcome 4.

Effective Communication

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.

Measures and Criteria

70% of students should obtain a score of 3 (out of 5) or higher on the **BUSN Effective Communication Rubric**.

Methods

2014-2015: Business faculty members will review the **BUSN Effective Communication Rubric** to determine if any change is desired in the rubric or sample collection methods. The Assessment Coordinator will then work with faculty to collect samples of ungraded student work relevant to the learning outcome from SPCH 140, ITEC 242, or ENGL 463. These samples may include examinations, projects, research papers, PowerPoint presentations, or other relevant examples demonstrating effective communication in a business environment. These artifacts will be coded, stripped of identifying information, and scored by a faculty review panel including members of the Assessment Committee, as well as selected business faculty. Following analysis of

results, assessment data will be reported to all business faculty for review and recommendations.

Results

Faculty members selected to submit student artifacts were notified via email in Fall 2014; when notified, faculty were requested to submit any assignment they believed relevant to the learning outcome under review. Reviewers for Student Learning Outcome 4 utilized a **modified version of the rubric** employed in the 2013-2014 assessment cycle. Modifications were limited to a reduction in achievement levels from 5 to 3 [Above Standard (3), At Standard (2), Below Standard (1)]. Student artifacts were collected for four courses: two speech classes (N=34), one English class (N=26), and one technology class (N=15). Reviewers were faculty members from various disciplines.

A 70% threshold was set for Student Learning Outcome 4, of the four courses selected to assess this learning outcome, one course exceeded the threshold. More specifically:

Student Learning Outcome 4 was met in ITEC 242 (Business Communication) (N=15) with 100% of the student artifacts (15 out of 15) scoring At or Above Standard.

Of this sample:

- 14 students scored Above Standard (93%)
- 1 student scored At Standard (7%)
- 0 students scored Below Standard

Student Learning Outcome 4 was not met in SPCH 140 (Public Communications) (N=13) with 38% of the student artifacts (5 out of 13) scoring At or Above Standard.

Of this sample:

- 0 students scored Above Standard
- 5 students scored At Standard (38%)
- 8 students scored Below Standard (62%)

Student Learning Outcome 4 was not met in SPCH 140 (Public Communications) (N=21) with 48% of the student artifacts scoring At or Above Standard.

Of this sample:

- 0 students scored Above Standard
- 10 students scored At Standard (48%)
- 11 students scored Below Standard (52%)

Student Learning Outcome 4 was not met in ENGL 463 (Business Writing) (N=26) with 31% of the student artifacts scoring At or Above Standard.

Of this sample:

- 0 students scored Above Standard
- 8 students scored At Standard (31%)
- 18 students scored Below Standard (69%)

Student Learning Outcome 4 assessment outcomes should be viewed with caution as the submitted artifacts were problematic in a number of ways:

- ITEC 242 consisted of students' personal resumes. Once all identifying information was removed, there was very little left to score; consequently, limited confidence is placed in the outcomes reported.
- All of the student artifacts submitted for the SPCH 140 courses were unrelated to business.
- ENGL 463 came closest to addressing the learning outcome under review; however, one reviewer reported that it appeared students may not have understood the nature of the assignment (this may explain the high number of students [18 of 26] who scored Below Standard).
- There were inconsistencies between and among reviewers for all four courses. Some reviewers scored artifacts utilizing all four criteria as stated on the rubric, some scored using three of four criteria, some used two of four criteria, and one reviewer reported three of the four criteria as not applicable and scored artifacts by one criteria.

Student strengths and weaknesses could not be determined.

Use of Results

Assessment of student learning outcomes can be viewed as a fluid process; one that can be adjusted as the results of student learning outcomes are reviewed. In exploring ways to gain an accurate understanding of the knowledge and skills students in the Associate of Science in Business degree program have achieved, the following revisions to the current assessment practices are planned:

- Student Learning Outcome 4 will be revised to align with SMART criteria by faculty members of the Business Department along with the Assessment Coordinator over summer and early fall 2015.
- Presently there are four courses identified for assessing Student Learning Outcome 4: SPCH 140 (Public Communication), ITEC 242 (Business Communication), and ENGL 463 (Business Writing). As indicated under *Results*, assignments submitted for these three courses were problematic. As a result a curriculum map will be developed to ascertain what course(s) are available, appropriate, and the extent to which the course(s) aligns to the learning outcome. The curriculum will be developed over the summer and early fall of 2015 by faculty members of the Business Department, the Assessment Coordinator, and Academic Dean.
- As triangulation is considered best practice for assessment of student learning, submission of multiple assessments, both indirect and direct, formative and summative, should be taken into consideration by department faculty members at the start of the 2015-2016 assessment cycle.
- The rubric for Student Learning Outcome 4 will be revised by faculty members of the Business Department, Assessment Coordinator, and Academic Dean over the

summer through early fall 2015 to align with the revised student learning outcome as well as to address the inconsistencies experienced in this assessment cycle.

- At the start of the 2015-2016 academic year, the revised rubric will be piloted in business classes identified by the curriculum map.
- Stripped of identifying information, work samples from the piloted rubric will be utilized by the Business Department faculty members and the Assessment Coordinator to establish validity and reliability.
- After removing identifying information, the Assessment Coordinator will provide student artifacts to a panel of faculty from various disciplines to establish inter-rater reliability.
 - Consideration will be given to the use of anchor papers to increase inter-rater reliability.
- As a means to ensure submission of requested student artifacts, all faculty in the Business Department, to include adjunct faculty, will meet to discuss the assessment process as well as the importance and impact of assessments on student learning, focused teaching, and accreditation requirements as set out by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).
- The Assessment Coordinator will offer training and/or assistance to faculty in:
 - Developing SMART student learning outcomes
 - Constructing rubrics
 - Developing curriculum maps
 - Scoring student artifacts
 - Developing assignments relevant to the learning outcome under review

II. FUTURE ASSESSMENT PLAN FOR YEARS 2015 - 2016

Mission Statement

The mission of the Associate in Science (AS) in Business degree, offered through USC Lancaster, a regional campus of the University of South Carolina, is to provide educational opportunities that will prepare students for careers in business and industry as well as meet the preliminary requirements that transfer into the four-year Integrated Information Technology (ITEC) program offered at the University of South Carolina Columbia.

[NOTE: The current mission statement may be revised by the faculty members of the Business Department, Assessment Coordinator, and Academic Dean during summer and early fall 2015. Said revisions would be made to align the mission statement with any and all changes made as stated under the *Use of Results* section of this report.]

Goal 1.

Students completing the Associate in Science in Business degree program at USC Lancaster will achieve a foundational understanding of business practices, financial and economic concerns, and information technologies for the workplace. In the process of acquiring this knowledge, they will develop the fundamental skills, knowledge, and capacity for critical thought necessary to pursue further learning, to succeed in their chosen career fields, and to assume the responsibilities of informed and enlightened citizenship in their communities and in the wider society.

[NOTE: The Business Department faculty members, Assessment Coordinator and Academic Dean will review the listed goal during the summer of 2015 and make a

determination if the goal should be divided into multiple goals or remain as one comprehensive goal.]

Curriculum

[NOTE: Courses listed below for individual learning outcomes are subject to change upon completion of the curriculum maps for said learning outcomes as previously described under the *Use of Results* section of this report.]

Curriculum for Learning Outcome 1

Accounting and Financial Skills

Students will gain accounting and financial skills knowledge by successfully completing ACCT 225 (Introduction to Financial Accounting), and possibly other course(s) identified after development of the curriculum map for this learning outcome.

Curriculum for Learning Outcome 2

Knowledge of Basic Legal Concepts

Students will gain knowledge of basic legal concepts by successfully completing ACCT 324 (Survey of Commercial Law) and possibly other course(s) identified after development of the curriculum map for this learning outcome.

Curriculum for Learning Outcome 3

Management Skills

Students will gain management skills by successfully completing MGMT 371 (Principles of Management) and possibly other course(s) identified after development of the curriculum map for this learning outcome.

Curriculum for Learning Outcome 4

Effective Communication

Students will gain effective communication skills by successfully completing ENGL 463 (Business Writing), ITEC 242 (Business Communication) and possibly other course(s) identified after development of the curriculum map for this learning outcome.

Learning Outcome 1.

Accounting and Financial Skills

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to perform the basic functions of business financial operations, such as interpreting basic financial statements and reconciling accounts.

[NOTE: Student Learning Outcome 1, which does not meet SMART criteria, will be revised by the Business Department faculty members and Assessment Coordinator during the summer and early fall of 2015.]

Measures and Criteria

Criteria

- Students will complete, at minimum, one direct assessment which may consist of research papers, research projects, PowerPoint presentations, poster presentations, oral presentations, embedded test items, comprehensive exams, and pre/post testing. Pre/Post testing may also be utilized as a measure of student growth.
- Currently one course has been identified for assessment of Student Learning Outcome 1 – ACCT 225 (Introduction to Financial Accounting). Other course(s) may be identified and subsequently included after development of the curriculum map for this learning outcome.

Measures

Student Learning Outcome 1 will be measured by at least 70% of students completing one, at minimum, of the aforementioned direct assessments and obtaining a score of 2 (At Standard) or 3 (Above Standard) on the Accounting and Financial Skills Rubric for said assessment.

NOTE: The Criteria and Measures indicated herein are subject to change after completion of the revisions as stated in the *Use of Results* section of this report.

Methods

Currently ACCT 225 (Introduction to Financial Accounting) is the sole course recognized for assessment of Student Learning Outcome 1. For ACCT 225, an independent scoring method will be utilized; CengageNow, a course management and learning system owned and operated by Cengage Learning, has been found to produce the best information as to student learning and achievement.

- Faculty members who are teaching ACCT 225 (Introduction to Financial Accounting) will be notified via email of the inclusion of this course for learning outcomes assessment.
- Notified faculty members will be requested to select an assignment relevant to Student Learning Outcome 1 and score said assignment through CengageNow.
- Results for ACCT 225 (Introduction to Financial Accounting) will be delivered to the Assessment Coordinator in an Excel spreadsheet.
- Any additional information the course instructor believes important to the assessment should be included with the results.
- Should an additional course be identified for assessment of this learning outcome and said course will not utilize CengageNow, the notified faculty will submit to the Assessment Coordinator ungraded copies of an assignment relevant to the learning outcome. The Assessment Coordinator will make copies of the assignment and return the assignment to the appropriate faculty. All identifying

information will be removed by the Assessment Coordinator prior to distribution to faculty reviewers.

- Conduct training sessions for faculty assessment reviewers as needed or requested.

NOTE: The Methods indicated herein are subject to change upon the completed revisions stated in the *Use of Results* section of this report.

Learning Outcome 2.

Knowledge of Basic Legal Concepts

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to describe basic legal concepts and the judicial system, with emphasis on business law.

[NOTE: Student Learning Outcome 2, which does not meet SMART criteria, will be revised by the Business Department faculty members and Assessment Coordinator during the summer and early fall of 2015.]

Measures and Criteria

Criteria

- Students will complete, at minimum, one direct assessment which may consist of research papers, research projects, PowerPoint presentations, poster presentations, oral presentations, embedded test items, comprehensive exams, and pre/post testing. Pre/Post testing may also be utilized as a measure of student growth.
- Currently one course has been identified for assessment of Student Learning Outcome 2 – ACCT 324 (Survey of Commercial Law). Other course(s) may be identified after development of the curriculum map for this learning outcome.

Measures

Student Learning Outcome 2 will be measured by at least 70% of students completing one, at minimum, of the aforementioned direct assessments and obtaining a score of 2 (At Standard) or 3 (Above Standard) on the Knowledge of Basic Legal Concepts Rubric for said assessment.

NOTE: The Criteria and Measures indicated herein are subject to change after completion of the revisions as stated in the *Use of Results* section of this report.

Methods

USC Lancaster faculty who are teaching courses identified for assessment of Student Learning Outcome 2 will be notified via email and requested to submit to the Assessment

Coordinator ungraded assignments relevant to the student learning outcome. Upon receipt, the Assessment Coordinator will:

- Make a copy of the assignments and return the originals to the appropriate faculty.
- Remove all student and instructor identifying information from the copies.
- Distribute the copied assignments to those faculty members who agreed to evaluate assessments along with copies of the appropriate rubric for use in scoring.
- Conduct training sessions for faculty assessment reviewers as needed or requested.

At the end of the Fall or Spring semesters faculty members who administered comprehensive exams with embedded exam questions aligned to the learning outcome will grade the exam and submit the following to the Assessment Coordinator:

- The total number of exam questions aligned to the learning outcome under review.
- The number of exam questions aligned to each criteria stipulated on the rubric.
- Identified exam questions each student answered correctly.
- Identified exam questions each student answered incorrectly.

If all student artifacts are submitted and results are analyzed at the end of Fall semester, the results will be shared with the appropriate department faculty members at the end of the Spring semester of the assessment cycle. All feedback and/or recommendations will be recorded by the Assessment Coordinator and shared with USC Lancaster faculty as a whole at the first faculty meeting the following Fall semester.

If any or all student artifacts are submitted and results analyzed at the end of the Spring semester, the results will be shared with the appropriate department faculty members at the start of the Fall semester following the assessment cycle. All feedback and/or recommendations will be recorded by the Assessment Coordinator and shared with USC Lancaster faculty as a whole at the start of the following Fall semester.

NOTE: The Methods indicated herein are subject to change upon the completed revisions stated in the *Use of Results* section of this report.

Learning Outcome 3.

Management Skills

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to apply basic management theories to reach appropriate business decisions.

[NOTE: Student Learning Outcome 3, which does not meet SMART criteria, will be revised by the Business Department faculty members and Assessment Coordinator during the summer and early fall of 2015.]

Measures and Criteria

Criteria

- Students will complete, at minimum, one direct assessment which may consist of research papers, research projects, PowerPoint presentations, poster presentations, oral presentations, embedded test items, comprehensive exams, and pre/post testing. Pre/Post testing may also be utilized as a measure of student growth.
- Currently one course has been identified for assessment of Student Learning Outcome 3 – MGMT 371 (Principles of Management). Other course(s) may be identified after development of the curriculum map for this learning outcome.

Measures

Student Learning Outcome 3 will be measured by at least 70% of students completing one, at minimum, of the aforementioned direct assessments and obtaining a score of 2 (At Standard) or 3 (Above Standard) on the Accounting and Financial Skills Rubric for said assessment.

NOTE: The Criteria and Measures indicated herein are subject to change after completion of the revisions as stated in the *Use of Results* section of this report.

Methods

USC Lancaster faculty who are teaching courses identified for assessment of Student Learning Outcome 3 will be notified via email and requested to submit to the Assessment Coordinator ungraded assignments relevant to the student learning outcome. Upon receipt, the Assessment Coordinator will:

- Make a copy of the assignments and return the originals to the appropriate faculty.
- Remove all student and instructor identifying information from the copies.
- Distribute the copied assignments to those faculty members who agreed to evaluate assessments along with copies of the appropriate rubric for use in scoring.
- Conduct training sessions for faculty assessment reviewers as needed or requested.

At the end of the Fall or Spring semesters faculty members who administered comprehensive exams with embedded exam questions aligned to the learning outcome will grade the exam and submit the following to the Assessment Coordinator:

- The total number of exam questions aligned to the learning outcome under review.
- The number of exam questions aligned to each criteria stipulated on the rubric.
- Identified exam questions each student answered correctly.
- Identified exam questions each student answered incorrectly.

If all student artifacts are submitted and results are analyzed at the end of Fall semester, the results will be shared with the appropriate department faculty members at the end of the Spring semester of the assessment cycle. All feedback and/or recommendations will

be recorded by the Assessment Coordinator and shared with USC Lancaster faculty as a whole at the first faculty meeting the following Fall semester.

If any or all student artifacts are submitted and results analyzed at the end of the Spring semester, the results will be shared with the appropriate department faculty members at the start of the Fall semester following the assessment cycle. All feedback and/or recommendations will be recorded by the Assessment Coordinator and shared with USC Lancaster faculty as a whole at the start of the following Fall semester.

NOTE: The Methods indicated herein are subject to change upon the completion of the revisions as stated in the *Use of Results* section of this report.

Learning Outcome 4.

Effective Communication

Students completing the Associate of Science in Business degree program at USC Lancaster will be able to communicate effectively for a business environment.

[NOTE: Student Learning Outcome 4, which does not meet SMART criteria, will be revised by the Business Department faculty members and Assessment Coordinator during the summer and early fall of 2015.]

Measures and Criteria

Criteria

- Students will complete, at minimum, one direct assessment which may consist of research papers, research projects, PowerPoint presentations, poster presentations, oral presentations, embedded test items, comprehensive exams, and pre/post testing. Pre/Post testing may also be utilized as a measure of student growth.
- Currently two courses have been identified for assessment of Student Learning Outcome 4 – ENGL 463 (Business Writing) and ITEC 242 (Business Communication). Other course(s) may be identified after development of the curriculum map for this learning outcome.

Measures

Student Learning Outcome 4 will be measured by at least 70% of students completing one, at minimum, of the aforementioned direct assessments and obtaining a score of 2 (At Standard) or 3 (Above Standard) on the Accounting and Financial Skills Rubric for said assessment.

NOTE: The Criteria and Measures indicated herein are subject to change after completion of the revisions as stated in the *Use of Results* section of this report.

Methods

USC Lancaster faculty who are teaching courses identified for assessment of Student Learning Outcome 4 will be notified via email and requested to submit to the Assessment Coordinator ungraded assignments relevant to the student learning outcome. Upon receipt, the Assessment Coordinator will:

- Make a copy of the assignments and return the originals to the appropriate faculty.
- Remove all student and instructor identifying information from the copies.
- Distribute the copied assignments to those faculty members who agreed to evaluate assessments along with copies of the appropriate rubric for use in scoring.
- Conduct training sessions for faculty assessment reviewers as needed or requested.

At the end of the Fall or Spring semesters faculty members who administered comprehensive exams with embedded exam questions aligned to the learning outcome will grade the exam and submit the following to the Assessment Coordinator:

- The total number of exam questions aligned to the learning outcome under review.
- The number of exam questions aligned to each criteria stipulated on the rubric.
- Identified exam questions each student answered correctly.
- Identified exam questions each student answered incorrectly.

If all student artifacts are submitted and results are analyzed at the end of Fall semester, the results will be shared with the appropriate department faculty members at the end of the Spring semester of the assessment cycle. All feedback and/or recommendations will be recorded by the Assessment Coordinator and shared with USC Lancaster faculty as a whole at the first faculty meeting the following Fall semester.

If any or all student artifacts are submitted and results analyzed at the end of the Spring semester, the results will be shared with the appropriate department faculty members at the start of the Fall semester following the assessment cycle. All feedback and/or recommendations will be recorded by the Assessment Coordinator and shared with USC Lancaster faculty as a whole at the start of the following Fall semester.

NOTE: The Methods indicated herein are subject to change upon the completion of the revisions as stated in the *Use of Results* section of this report.