Program Level Outcomes for Business Administration:

Upon successful completion of the Business Administration program, a student should be able to:

- interpret, analyze, and use quantitative and logical reasoning to evaluate and solve business problems.
- define information needs, identify the scope and level of information needed, and access and communicate information effectively and efficiently using appropriate electronic tools in a business environment to make sound decisions.

What we looked at: We addressed PLO #1 where our students interpret, analyze, and use quantitative and logical reasoning to evaluate and solve business problems. We feel that with each of the core courses in some form speaks to this PLO.

We looked at Financial Accounting (BUS 1A) SLO #1 where students were required to critically analyze, evaluate, and synthesize evidence in order to formulate logical arguments and make decisions. This relates directly to PLO #1 (finding are below); Managerial Accounting (BUS 1B) addressed SLO #1 wherein student prepare, interpret, and communicate financial information to interested parties; Introduction to Business (BUS 32) where we addressed SLO #1 where students analyze the various form of business ownership and structure; (BUS 18) where the student will be able to ascertain the source of law applicable to various hypothetical business disputes; Principles of Macro Economics (ECO 1) where students will demonstrate the ability to analyze the economic effect of proposed government spending (fiscal policy) including state and federal initiatives using cost/benefits analysis; and Principles of Micro Economics (ECO 5) where students will analyze the effect of government regulation attempts to stabilize the economy on business entities and individuals.

For each of the courses we looked at the consistency in teaching the student learning outcome related subject matter by different instructors, as well as how each of the courses ties to the overall business program.

What we found:

In all assessments, most students are meeting the minimum requirement of 70%, but there are some specific courses where the students are below the target of 70%.

BUS 1A: 96 % of students who completed BUS 1A, Financial Accounting, passed with a letter grade of "C" or better. Possible reasons for wide-spread passing is due to the fact that students who don't drop BUS 1A are comprehending the subject matter and therefore are able to do well on the capstone project. Another reason is that the term project is parcelled out into three sections which helps all students digest the subject matter and focus on parts throughout the term versus cramming all three sections into a weekend at the end of the semester. Lastly, the instructor is accessible for help on the term project throughout the semester.

BUS 1B: Section #1269, Day Time Class: Tu & TH, 1-3:20 PM (Bob) 25 of the 35 students assessed (71%) successfully completed the problem at an outstanding level;
4 of the 35 students assessed (11%) successfully completed the problem at an above avg. level;
3 of the 35 students assessed (9%) successfully completed the problem at an average level;
1 of the 35 students assessed (3%) completed the problem at a below avg. level; and,
2 of the 35 students assessed (6%) did not complete the problem or did so at a failing rate.
Peter's or evening section: 9 Passed and 1 Failed. Note instructors discussed the BUS 1B problem that measures SLO #1 and faculty concur that the problem is good for measuring SLO#1.

**BUS 32:** The minimum standard for SLO #1 in BUS 32, Introduction to Business is an overall passing rate of 82%. The overall results not only met this standard, but also exceeded it by 12 percentage points. Out of 152 students assessed, 125 or 82 % passed the assessment.

**BUS 18:** 67.7% mastered the outcome. The minimum acceptable percentage of mastery is 70%, so this is close. It is also exactly the same percentage as spring 2010. The course material in the area of impossibility and commercial impracticability seems to be the most challenging, so this material has been updated and strengthened in a PPT, to improve the student achievement data.

**ECO 1:** For this specific SLO student would have had to answer questions similar to the following:

This question was graded on a 50 point scale.

Results for students who were enrolled in this course are below. Overall, 67 students were included in the assessment numbers.

Overall, 36 students or 54% of the students received 70% or higher.

Below are the overall score distribution for all sections, regardless of modality.

- 10 students received 0 points
- 1 student received 5 points
- 1 student received 7 points
- 1 student received 10 points
- 6 student received 15 points
- 1 student received 18 points
- 1 student received 20 points
- 1 student received 22 points
- 2 student received 25 points
- 1 student receive 28 points
- 4 students received 30 points
- 2 student received 32 points
- 8 students received 35 points
- 1 student received 37 points
- 3 students received 38 points
- 3 student received 40 points
- 1 student received 41 points
- 3 student received 42 points
- 4 students received 45 points
- 1 student received 46 points
- 1 student received 47 points
1 student received 49 points
10 students received 50 points

40 students received less than 60%
12 students received 60-69%
2 students received 70-79%
6 students received 80-89%
21 students received 90% or better

**ECO 5**: The students are given several different assignments that demonstrate the learning outcome.

1. For this specific SLO student would have had to answer questions similar to the following:

   What is this graph illustrating? Where is profit regulation on the graph? Describe three outcomes/consequences of profit regulation. (Graph attached in SLO assessment tools).

   This question was graded on a 12 point scale.

   Results for 81 students who were enrolled in this course are below.

   14 students received 0 points
   2 students received 2 points
   1 student received 3 points
   19 students received 4 points
   4 students received 6 points
   12 students received 8 points
   2 students received 9 points
   6 students received 10 points
   21 students received 12 points

   Overall, 29 students or 35% of the students received 70% or higher.

   40 students received less than 60%
   12 students received 60-69%
   2 students received 70-79%
   6 students received 80-89%
   21 students received 90% or better

   This is an indicator that this material is extremely difficult and we will need to consider different teach methodologies and strategies. One portion of the question has been slightly modified moving forward to make it more clear. Hopefully this will also help.

2. Students are required to complete a research paper in which they are required to analyze a particular company and consider the following topics: market structure, elasticity, production decision, profit maximization and government regulation, among others.

   81 students took the ECO 5 course.

   18 students received less than 60%
   8 students received 60-69%
15 students received 70-79%
20 students received 80-89%
20 students received 90% or better

55 students or 68% of the students passed with 70% or higher

The average score in the course was 71%

It is important to note that 7 students did not submit a research paper at all. If submissions were to improve, this would change the pass rates.

Some of the previous interventions for improving SLO success rates has been to require a topic to be submitted about 4 weeks prior to the paper being due and this has resulted in improved grades and more students submitting research papers.

For spring, the grading rubric has been slightly modified to be more specific for the students, but otherwise, the assignment remains generally the same.

What our next steps are:

For the coming year, the business department considers that their courses will be reviewed and adjusted on an annual basis. There are many minor adjustments made on a semester basis; however, we are documenting the major changes.

First and foremost, the department completed the Business Administration Transfer degree which is designed to provide students with the common core of lower division courses required to transfer and pursue a baccalaureate degree in business administration. These courses were basically in alignment with Hartnell’s current business administration degree; however, the transfer degree is designed to provide a clear pathway to a CSU major and baccalaureate degree. Hartnell received approval of this new transfer degree this past summer of 2013.

Secondly, we are planning to install a business advisory board in the Spring.

We have decided to inactivate BUS 45, Special Project, and BUS 99, occupational work experience education.