

## Assessment Report Worksheet #3

### Academic Programs

Associate of Science in Business Administration		Fall 2011 – Spring 2012
Academic Program		Assessment Period Covered
( ) Formative Assessment		August 6, 2012
( x ) Summative Assessment		Date Submitted

Academic Evaluation Question (Use a different form for each evaluation question):

What are the completion rates for program gateway courses for Fall 2011 and Spring 2012 and how can these data be used to improve the program?

First Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1a. Means of Unit Assessment & Criteria for Success:

Completion rates for program gateway courses for Fall 2011 and Spring 2012

1a. Summary of Assessment Data Collected:

The following are considered program gateway courses: AC 131, BU 101, BU/MS 110, MS 150, AC 220 and EC 220. (See Exhibit W3-1)

In Fall 2011, program gateway courses averaged 60.2% for students who successfully completed the courses with grades of A,B or C, which was lower than the average completion rate of 68.3% for all courses at the national campus. In Spring 2012, program gateway courses had completion rate average of 76.2%, which was not only higher than that of Fall 2011 but was also better than the 70.2% average completion rate for all courses at the national campus. (See Exhibit W3-2)

In Fall 2011, the three gateway courses with the lowest completion rates were as follows: EC 220 (44.8%), AC 220 (48.1%), and BU 101 (54.7%). In Spring 2012, they were as follows: AC 131 (50.0%), AC 220 (50.0%), and BU 101 (66.0%). (See Exhibit W3-2)

EC 220 registered a significant increase in completion rate, from 44.8% which, as indicated above, was the lowest in Fall 2011, to 80% in Spring 2012.

Among the six courses, BU/MS 110 consistently topped the chart, with all 27 students (100%) completing the course with grades of A,B or C in Fall 2011; and all except one of 26 students (96.2%) with the same outcome in Spring 2012. In both semesters, none of the students who completed said course got grades lower than C.

Completion rates used made no distinction between business and non-business students registered in the gateway courses.

1a: Use of Results to Improve the Program:

Program gateway courses with low completion rates: What steps can be taken to improve results?

Significant change in completion rate for EC 220: What caused this change? Considering that two different instructors taught this course in Fall 2011 and Spring 2012, was there consistency in quality of learning associated with grades of A,B,C under both periods? Is the change attributable to a better and more effective teaching methodology?

AC 220 was consistently among the lowest, while BU/MS 110 among (and was in fact) the highest in terms of completion rates for two consecutive semesters under consideration. There had been a recommendation, resulting from previous course-level assessments, to make BU/MS 110 a prerequisite of AC 220. At present, students of this program may take BU/MS 110 before or after taking AC 220, and there is no study yet to show whether those who have taken BU/MS 110 prior to taking AC 220 actually performed better than those who have not. Many topics in AC 220, such as computation of interests and discounts, use business math concepts and skills. Considering the very high and perfect to near-perfect completion rate in BU/MS 110, taking such course ahead of AC 220 would logically result in improved performance in Accounting 2.

Although the program being assessed here is A.S. Business Administration, the completion rates used for the program gateway courses were for a mixture of students from different programs. If data were filtered to reflect only those related to the program, will the results be the same, higher, or lower? How are program students performing in gateway courses as compared to students of other programs enrolled in the same courses? Is it possible, and preferable, to conduct separate classes for different programs? Will this move result in better completion rates?

Second Means of Assessment for Evaluation Question Identified Above (from your approved assessment plan):

1b. Means of Unit Assessment & Criteria for Success:

Comparison of completion rates for program gateway courses for Fall 2011 and Spring 2012 with selected benchmark of 60% minimum completion rate.

1b. Summary of Assessment Data Collected:

In Fall 2011, the following gateway courses showed completion rates below 60%:

EC 220 – 44.8%

AC 220 – 48.1%

AC 131 – 58.5%

In Spring 2012, the following gateway courses showed completion rates below 60%:

AC 131 – 50.0%

AC 220 – 50.0%

Only completion rates of A, B, and C are considered in this assessment. (See Exhibit W3-2)

1b: Use of Results to Improve the Program:

Below 60% – What teaching strategies can help improve achievement of learning outcomes for those gateway courses with completion rates of less than 60%?

60% Benchmark – Is this a reasonable and valid criteria for assessing completion rates for all gateway courses? Aren't some courses easy for most students to complete, while others are difficult? Should there be different benchmarks, depending on the course being assessed?

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