

Program Learning Outcome Assessment Plan & Reporting Template

Program Name: Business AA Programs (AAAC, AADM, AAHRM)

Program	Program Learning Outcomes	ILO Alignment	Where/How is the PLO assessed?	Benchmark	Timeline/Process	Results	Use of Results / Action Items	Closing the Loop
AAAC	Students will be able to: (task, capability, knowledge, skills, and dispositions) Use measurable verbs.		Could be a course assignment/rubric, internal exam questions, external exam questions. Direct assessment methods are required. Indirect methods may supplement. *Include notes regarding reliability & validity	Target Ex. 80% of students will achieve a rubric score of 4 or higher.	Detail when the PLO assessment data is collected (how often), how it is collected/aggregated, and who reviews it.	Describe how students performed. Include number in sample. Ex. 75% of students achieved a rubric score of 4 or higher N=45	Based on the results, what actions will be taken?	Follow-up on actions that were planned based on review of assessment results
AAAC	PLO 4: Students will perform basic accounting calculations according to the degree level.	3	Rubric used to score Week 7 assignment in BUS 120. Rubric was designed in collaboration with GE faculty using mathematical skills and order of operations. Faculty calibrated the rubric prior to use in assessing student work.	This is a formative assessment therefore students will achieve an average of 1.75 on the rubric in all categories of quantitative reasoning skills	This PLO is assessed every 3 years beginning in 2022. Student artifacts (week 7 assignment submissions in BUS 120) are pulled from Canvas, student names are removed, and a faculty team calibrates, scores, and aggregates results.	<i>Placeholder language: With N=13, the sample size was not statistically significant, but the program used these results as a benchmark for formative assessment.</i> <i>The assessment is shared across all the BUS programs in AC, DM, HRM.</i> <i>Students achieved an average score in the following QR areas as evaluated using the QLAR rubric:</i> <i>Interpretation: 1.92</i> <i>Representation: 1.92</i> <i>Calculation: 2</i> <i>Analysis/Synthesis: 1.75</i> <i>Assumptions: 1.75</i> <i>Communication: 2.71</i> <i>These results suggest the following:</i> <i>1. Business students are proficient in basic mathematical computation and calculation skills. There is room for improvement in these areas, but the average scores in calculation and communication are over 2.0, which is over the desired benchmark that is equivalent to a “passing, C grade” of 1.75.</i> <i>2. The assignment selected for assessment is a high quality assignment that can assess QR skills for business students effectively except the output for students to deliver may prevent them from demonstrating proficiency.</i> <i>Students are required to submit a Word document for a set of financial accounting questions, thus the format of using Word</i>	Review date: 01/18/2023 Revised instructions to be developed by faculty SME and DeXL/Instructional Design for higher quality Excel templates and student deliverables.	Action Item Update: 7/1/23 Revisions: to be sent to ID for assignment clarification Course revisions completed.

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						<i>instead of Excel may inhibit students' ability to perform well on the assignment. Changing the assignment instructions and deliverables may help students perform with higher levels of proficiency. Recommended to change the format of the assignments for students to Excel.</i>		
AADM	Students will analyze quantitative data to make decisions.	3	Rubric used to score Week 7 assignment in BUS 120. Rubric was designed in collaboration with GE faculty using mathematical skills and order of operations. Faculty calibrated the rubric prior to use in assessing student work.	This is a formative assessment therefore students will achieve an average of 1.75 on the rubric in all categories of quantitative reasoning skills	This PLO is assessed every 3 years beginning in 2022. Student artifacts (week 7 assignment submissions in BUS 120) are pulled from Canvas, student names are removed, and a faculty team calibrates, scores, and aggregates results.	Same as above: all BUS programs were assessed in BUS 120 using the same assignment.	Same as above: all BUS programs were assessed in BUS 120 using the same assignment.	<i>Action Item Update: 7/1/23</i> <i>Revisions: to be sent to ID for assignment clarification</i> <i>Completed</i>
AAHRM	Students will be able to perform business calculations for effective human resources management.	3	Rubric used to score Week 7 assignment in BUS 120. Rubric was designed in collaboration with GE faculty using mathematical skills and order of operations. Faculty calibrated the rubric prior to use in assessing student work.	This is a formative assessment therefore students will achieve an average of 1.75 on the rubric in all categories of quantitative reasoning skills	This PLO is assessed every 3 years beginning in 2022. Student artifacts (week 7 assignment submissions in BUS 120) are pulled from Canvas, student names are removed, and a faculty team calibrates, scores, and aggregates results.	Same as above: all BUS programs were assessed in BUS 120 using the same assignment.	Same as above: all BUS programs were assessed in BUS 120 using the same assignment.	<i>Action Item Update: 7/1/23</i> <i>Revisions: to be sent to ID for assignment clarification</i> <i>Completed</i>

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All	All #4 PLOs	2	Assignment week 4 and week 8 in BUS 115 about math and self-efficacy	Students will achieve a growth rate of 5% in their reported self-perception in their quantitative reasoning skills	Likert data needs to be pulled down in a statistically significant sample (ie n = 100)	A formative assessment is offered in the first class of the BUS quantitative reasoning sequence, BUS 115 Business Math. In the formative assessment, using a Likert scale, students report a self-efficacy score of 2.93 in their perceived ability to perform QR skills at the mid point of the course. At the end of the course, students improved their self-efficacy and perception of their QR abilities by 20%. A summative and ongoing assessment is offered in subsequent courses BUS 120 and BUS 125 using the same assessment and Likert scales. In the sample collected in BUS 120 in the final week of the class, students reported an average Likert score of 3.849, an ongoing growth rate of 20% from their formative assessment in week 5 of BUS 115.	These results are quite significant considering that BU is an open admissions university that enrolls adult leaners, many of whom have spent decades outside a classroom and have not taken math courses for years. Business students appear to have a higher than average sense of their abilities to perform in math, which is indicative of their desire and grit to be successful in a college program. The students also show remarkable growth in their beliefs and self-efficacy surrounding math. The improvement of 75% in their perceived ability after taking Algebra (MAT-110S) and Business Math (BUS-115) demonstrates that, minimally, students believe they are improving in their QR skills and believe they can and have achieved success. This is a remarkable finding.	Continued quality faculty development and engagement in courses. A FT faculty has been hired and teaches BUS 115 who can be more actively engaged than an adjunct faculty. Completed