

# Palmetto College - Regional Sites - AS Business (Lancaster) Group 2: Cycle 1 - Fall 2017 - Fall 2019

## ASSESSMENT REPORT FOR Group 2: Cycle 1 - Fall 2017 - Fall 2019

### 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.

Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate accounting and financial skills.

### Curriculum

ACCT 225 Introduction to Financial Accounting

#### Learning Outcome 1.

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of accounting and financial operations by performing basic functions of business financial operations.

#### Measures and Criteria

Given an assignment on financial operations, it is anticipated that 70% of students should achieve proficiency.

#### Methods

Determination of proficiency will be made by a score of 2-Proficient on the Accounting and Financial Skills rubric shown in Table 1.

To determine the percentage of students who achieved 70% proficiency, the following formula will be utilized:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  = the number of students who meet specified criteria and  $n$  = the total number of student artifacts submitted.

## ASSESSMENT PLAN FOR 2018-2019

### NOTIFICATION

#### Fall 2018

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

#### Fall 2019

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

### PROCESS

- Student artifacts will be collected at the end of the semester.
- Artifacts will be copied, stripped of identifying information, and originals returned to appropriate faculty.
- Artifacts, scoring rubric (shown in Table 1), and scoring sheets will be distributed to assessment committee members, to include the assessment coordinator.

- Scored artifacts will be returned to the assessment coordinator for tabulation, final report, and executive summary development.
- Reported results will be distributed to appropriate faculty for review and discussion.

**Table 1. Accounting and financial skills assessment rubric.**

APC	1 Below Proficient > 25% Error Rate	2 Proficient 6% - 25% Error Rate	3 Exceeds Proficient < 5% Error Rate
APC - 04: Understands differences between cash & accrual accounting.	Little understanding of the process. Error rate > 25%	Competent level of knowledge. Error rate 6 to 25%.	Excellent level of knowledge. Error rate < 5%.
APC - 05: Understands accounting cycle.	Little understanding of the process. Error rate > 25%.	Competent level of knowledge. Error rate 6 to 25%.	Excellent level of knowledge. Error rate < 5%.
APC-06: Properly records journal entries in general journal format.	Little understanding of the process. Error rate > 25%.	Competent level of knowledge. Error rate 6 to 25%.	Excellent level of knowledge. Error rate < 5%.
APC-07: Properly records adjusting entries	Little understanding of the process. Error rate > 25%.	Competent level of knowledge. Error rate 6 to 25%.	Excellent level of knowledge. Error rate < 5%.
APC-08: Properly records closing entries.	Little understanding of the process. Error rate > 25%.	Competent level of knowledge. Error rate 6 to 25%.	Excellent level of knowledge. Error rate < 5%.
APC-09: Properly identifies components of financial statements.	Little understanding of the process. Error rate > 25%.	Competent level of knowledge. Error rate 6 to 25%.	Excellent level of knowledge. Error rate < 5%.
APC-11: Properly prepares a bank reconciliation.	Little understanding of the process. Error rate > 25%.	Competent level of knowledge. Error rate 6 to 25%.	Excellent level of knowledge. Error rate < 5%.
APC-12: Properly records for receivables including uncollectible receivables.	Little understanding of the process. Error rate > 25%.	Competent level of knowledge. Error rate 6 to 25%.	Excellent level of knowledge. Error rate < 5%.
APC-13: Properly records long term assets purchase & depreciation.	Little understanding of the process. Error rate > 25%.	Competent level of knowledge. Error rate 6 to 25%.	Excellent level of knowledge. Error rate < 5%.

**Results**

70% proficiency was met for all four assessed sections of ACCT 225, Introduction to Financial Accounting, for the Fall 2018 and Fall 2019 assessment periods. Specifically:

**FALL 2018**

### ACCT 225 Section 4B

14 of 19 students (74%) achieved 70% proficiency.

- 07 of 19 students (37%) scored in the exceeds proficient range [>89%]
- 07 of 19 students (37%) scored in the proficient range [70%-89%]
- 05 of 19 students (26%) scored in the below proficient range [<70%]

### ACCT 225 Section 4D

12 of 14 students (86%) achieved 70% proficiency.

- 02 of 14 students (14%) scored in the exceeds proficient range [>89%]
- 10 of 14 students (72%) scored in the proficient range [70%-89%]
- 02 of 14 students (14%) scored in the below proficient range [<70%]

### FALL 2019

#### ACCT 225 Section 4A

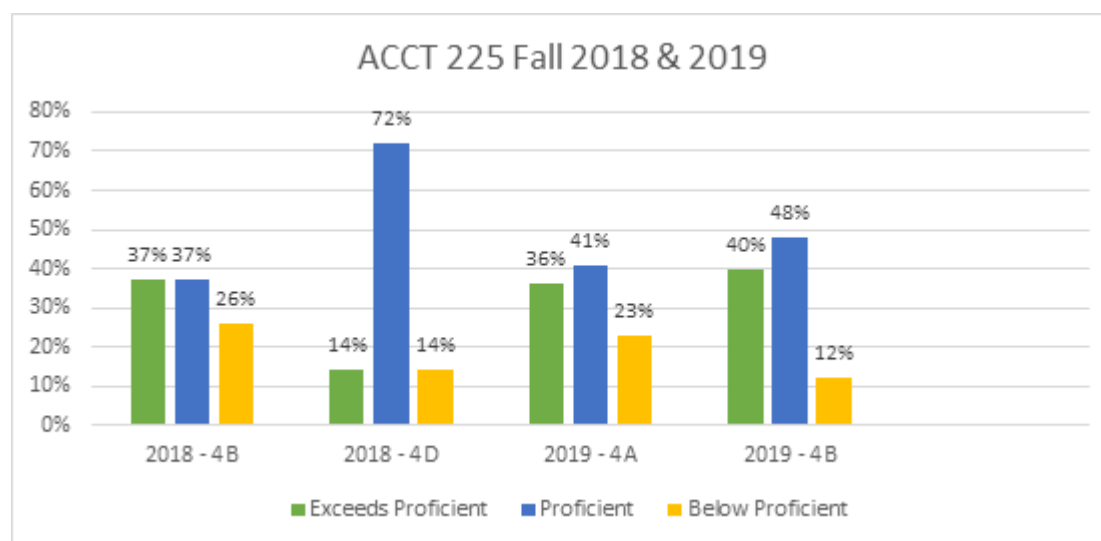
17 of 22 students (77%) achieved 70% proficiency.

- 08 of 22 students (36%) scored in the exceeds proficient range [>89%]
- 09 of 22 students (41%) scored in the proficient range [70%-89%]
- 05 of 22 students (23%) scored in the below proficient range [<70%]

#### ACCT 225 Section 4B

22 of 25 students (88%) achieved 70% proficiency.

- 10 of 15 students (40%) scored in the exceeds proficient range [>89%]
- 12 of 25 students (48%) scored in the proficient range [70%-89%]
- 03 of 25 students (12%) scored in the below proficient range [<70%]



### Use of Results

#### FALL 2018

Assessment results were made available to faculty of the Business Division for review and comment. After reviewing the results, the faculty responsible for teaching ACCT 225, Introduction to Financial Accounting, in conjunction with other members of the Business Division made the following recommendations:

- Continue assessment of ACCT 225, Introduction to Financial Accounting.
- Maintain current designated level of proficiency.
- Maintain current methods of assessment and scoring.

- Consider possible changes in level of mastery after two - three additional assessment cycles.

## **FALL 2019**

The disruption to teaching and learning due to Covid 19 carried into any meaningful dialog regarding assessment results for Fall 2019. A meeting of faculty to discuss assessment results will depend on the opening of campus for faculty meetings and other variables.

It is important for faculty members to discuss administration of assessments and other related topics during periods of emergency distance learning. Areas that faculty may consider critical to the assessment process during such a time as with Covid 19 include, but certainly not limited to:

- Administering e-assessments via Blackboard.
- Time or untimed e-assessments.
- Ensuring academic honesty with e-assessments.
- Student access to a home computer and Internet service.
- Different types of assessments.

## **Goal 2.**

Upon successful completion of the requirements for the Associate of Science Business degree program, students will be able to demonstrate their knowledge and understanding of basic legal concepts.

### **Curriculum**

ACCT 324 Survey of Commercial Law

#### **Learning Outcome 1.**

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of basic legal concepts by identifying and describing basic legal concepts specific to business and civil court.

#### **Measures and Criteria**

Given an assignment on legal concepts related to business, it is anticipated that 70% of students should achieve proficiency.

#### **Methods**

Determination of proficiency will be made by an earned minimum score of 70. Scores below 70 will be considered as not meeting proficiency and scores of 90 and above will be considered as exceeding proficiency.

To determine the percentage of students who achieved 70% proficiency, the following formula will be utilized:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  = the number of student artifacts who meet specified criteria and  $n$  = the total number of artifacts submitted.

## **ASSESSMENT PLAN FOR 2018.**

### **NOTIFICATION**

#### **Fall 2018**

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

### **PROCESS**

- Student artifacts will be collected at the end of the semester.
- Artifacts will be copied, stripped of identifying information, and originals returned to appropriate faculty.
- Artifacts, assignment answer keys, and scoring sheets will be distributed to assessment committee members, to include the assessment coordinator.

- Scored artifacts will be returned to the assessment coordinator for tabulation, final report, and executive summary development.
- Reported results will be distributed to appropriate faculty for review and discussion.

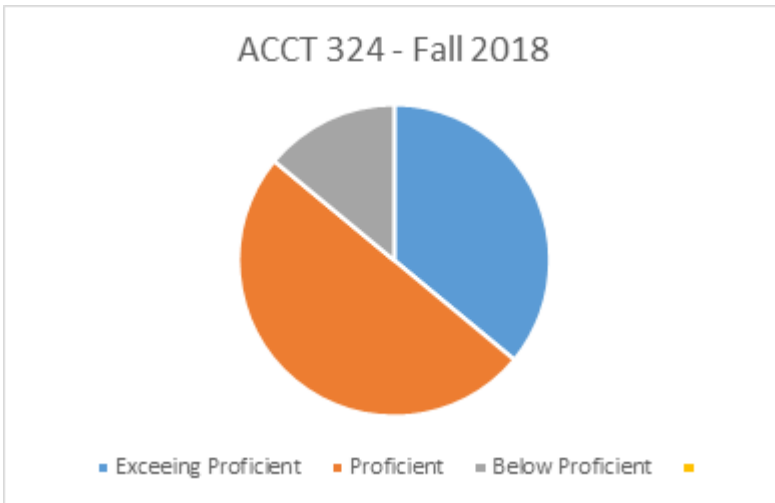
## Results

### FALL 2018

#### ACCT 324 Section 4J

12 of 14 students (86%) achieved 70% proficiency.

- 05 of 14 students (36%) scored in the exceeds proficient range [>89%]
- 07 of 14 students (50%) scored in the proficient range [70%-89%]
- 02 of 14 students (14%) scored in the below proficient range [<70%]



## Use of Results

### FALL 2018

Assessment results were made available to faculty of the Business Division for review and comment. After reviewing the results, the faculty responsible for teaching ACCT 324, Survey of Commercial Law, in conjunction with other members of the Business Division made the following recommendations:

- Continue assessment of ACCT 324, Survey of Commercial Law.
- Maintain current designated level of proficiency.
- Maintain current methods of assessment and scoring.
- Consider possible changes in level of mastery after two - three additional assessment cycles.

### FALL 2019

The disruption to teaching and learning due to Covid 19 carried into any meaningful dialog regarding assessment results for Fall 2019. A meeting of faculty to discuss assessment results will depend on the opening of campus for faculty meetings and other variables.

It is important for faculty members to discuss administration of assessments and other related topics during periods of emergency distance learning. Areas that faculty may consider critical to the assessment process during such a time as with Covid 19 include, but certainly not limited to:

- Administering e-assessments via Blackboard.
- Time or untimed e-assessments.
- Ensuring academic honesty with e-assessments.
- Student access to a home computer and Internet service.
- Different types of assessments.

### **Goal 3.**

Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate their knowledge and understanding of management skills.

### **Curriculum**

MGMT 371 Principles of Management

#### **Learning Outcome 1.**

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of management theories and concepts to generate effective business decisions.

#### **Measures and Criteria**

Given an assignment on management theories and concepts, it is anticipated that 70% of students should achieve proficiency.

#### **Methods**

Determination of proficiency will be made by an earned minimum score of 70. Scores below 70 will be considered as not meeting proficiency and scores of 90 and above will be considered as exceeding proficiency.

To determine the percentage of students who achieved 70% proficiency, submitted artifacts will be assessed using the following formula:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  = the number of students who meet specified criteria and  $n$  = the total number of student artifacts submitted.

### **ASSESSMENT PLAN FOR 2017-2019.**

#### **NOTIFICATION**

##### **Fall 2017**

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

##### **Fall 2018**

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

##### **Fall 2019**

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

#### **PROCESS**

- Student artifacts will be collected at the end of the semester.
- Artifacts will be copied, stripped of identifying information, and originals returned to appropriate faculty.
- Artifacts, rubrics [if utilized for scoring], and scoring sheets will be distributed to assessment committee members, to include the assessment coordinator.
- Scored artifacts will be returned to the assessment coordinator for tabulation, final report, and executive summary development.
- Reported results will be distributed to appropriate faculty for review and discussion.

#### **Results**

70% proficiency was met for MGMT 371 Section 4V (2017), Section 4V1 (2018), and Section 4V1 (2019).

70% proficiency was not met for MGMT 371 Section 4A (2018), Section 4A (2018), and Section 4A (2019). Specifically:

## **FALL 2017**

### **MGMT 371 Section 4A**

18 of 26 or 69% of students achieved proficiency; this learning outcome was not met.

- 05 of 26 students (19%) scored in the exceeds proficient range [>89%]
- 13 of 26 students (50%) scored in the proficient range [70%-89%]
- 08 of 26 students (31%) scored in the below proficient range [<70%]

### **MGMT 371 Section 4V**

11 of 15 or 73% of students achieved proficiency; this learning outcome was met.

- 01 of 15 students (07%) scored in the exceeds proficient range [>89%]
- 10 of 15 students (67%) scored in the proficient range [70%-89%]
- 04 of 15 students (26%) scored in the below proficient range [<70%]

## **FALL 2018**

### **MGMT 371 Section 4A**

9 of 21 or 43% of students achieved proficiency; this learning outcome was not met.

- 09 of 21 students (43%) scored in the proficient range [70%-89%]
- 12 of 21 students (57%) scored in the below proficient range [<70%]

### **MGMT 371 Section 4V1**

11 of 14 or 79% of students achieved proficiency; this learning outcome was met.

- 02 of 14 students (14%) scored in the exceeds proficient range [>89%]
- 09 of 14 students (65%) scored in the proficient range [70%-89%]
- 03 of 14 students (21%) scored in the below proficient range [<70%]

## **FALL 2019**

### **MGMT 371 Section 4A**

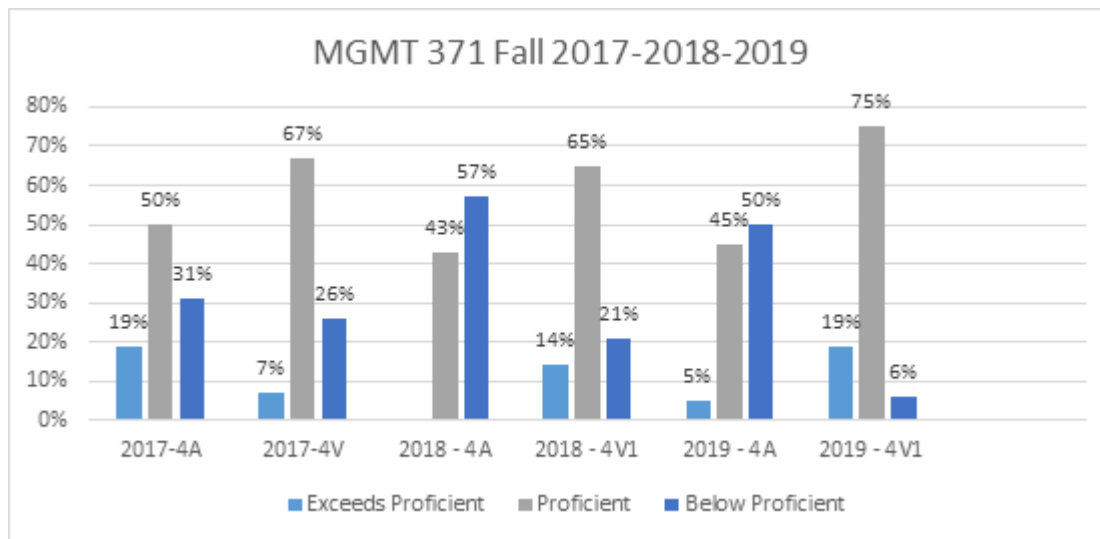
11 of 20 or 55% of students achieved proficiency; this learning outcome was not met

- 01 of 20 students (05%) scored in the exceeds proficient range [>89%]
- 09 of 20 students (45%) scored in the proficient range [70%-89%]
- 10 of 20 students (50%) scored in the below proficient range [<70%]

### **MGMT 371 Section 4V1**

15 of 16 or 75% of students achieved proficiency; this learning outcome was met

- 03 of 16 students (19%) scored in the exceeds proficient range [>89%]
- 12 of 16 students (75%) scored in the proficient range [70%-89%]
- 01 of 16 students (06%) scored in the below proficient range [<70%]



## Use of Results

### FALL 2017

Assessment results were made available to faculty of the Business Division for review and comment. After reviewing the results, the faculty responsible for teaching MGMT 371, Principles of Management, in conjunction with other members of the Business Division made the following recommendations:

- Continue assessment of MGMT 371, Principles of Management.
- Maintain current designated level of proficiency.
- Maintain current methods of assessment and scoring.
- Consider possible changes in assessment and/or pedagogy after two-three assessment cycles.

### FALL 2018

Assessment results were made available to faculty of the Business Division for review and comment. After reviewing the results, the faculty responsible for teaching MGMT 371, Principles of Management, in conjunction with other members of the Business Division made the following recommendations:

- Continue assessment of MGMT 371, Principles of Management.
- Maintain current designated level of proficiency.
- Maintain current methods of assessment and scoring.
- Consider possible changes in assessment and/or pedagogy after Fall 2021 assessment cycle.
- Consider the use of formative and summative assessments.

### FALL 2019

The disruption to teaching and learning due to Covid 19 carried into any meaningful dialog regarding assessment results for Fall 2019. A meeting of faculty to discuss assessment results will depend on the opening of campus for faculty meetings and other variables.

It is important for faculty members to discuss administration of assessments and other related topics during periods of emergency distance learning. Areas that faculty may consider critical to the assessment process during such a time as with Covid 19 include, but certainly not limited to:

- Administering e-assessments via Blackboard.
- Time or untimed e-assessments.
- Ensuring academic honesty with e-assessments.
- Student access to a home computer and Internet service.
- Different types of assessments.



#### Goal 4.

Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate professional communication skills.

#### Curriculum

ENGL 463 Business Writing

##### Learning Outcome 1.

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of professional communication skills through the presentation of oral and written communiqué aligned to multiple business situations.

##### Measures and Criteria

Given an assignment on business communication, it is anticipated that 70% of students should achieve proficiency.

##### Methods

Determination of proficiency will be made by a minimum score of 2-Proficient on the Professional Written and Oral Communication in Business rubric shown in Table 2.

To determine the percentage of students who achieved 70% proficiency, submitted artifacts will be assessed using the following formula:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  = the number of students who meet specified criteria and  $n$  = the total number of student artifacts submitted.

#### ASSESSMENT PLAN FOR 2017-2019

##### NOTIFICATION

###### Fall 2017

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

###### Fall 2018

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

###### Fall 2019

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

##### PROCESS

- Student artifacts will be collected at the end of the semester.
- Artifacts will be copied, stripped of identifying information, and originals returned to appropriate faculty.
- Artifacts, rubrics (shown in Table 2), and scoring sheets will be distributed to assessment committee members, to include the assessment coordinator.
- Scored artifacts will be returned to the assessment coordinator for tabulation, final report, and executive summary development.
- Reported results will be distributed to appropriate faculty for review and discussion.

**Table 2. Business communications rubric.**

<b>Professional Written and Oral Communication in Business</b>
<b>Goal 4.</b> Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate professional communication skills.
<b>Learning Outcome 1:</b> Students will demonstrate their knowledge and understanding of professional communication skills through the

presentation of oral and written communiqué aligned to multiple business situations.				
		<b>3=Exceeds Proficient</b>	<b>2=Proficient</b>	<b>1=Below Proficient</b>
1.	Writing responds to the assignment – purpose is readily evident.			
2.	Appropriate and effective introduction and conclusion.			
3.	Main ideas are well developed.			
4.	Information from sources appropriate to the topic are synthesized and organized.			
5.	Understanding of common knowledge and ideas requiring attribution clearly evident- all sources properly cited and referenced.			
6.	Correct business style formatting used throughout to include reference page, if appropriate.			

### **Results**

70% proficiency was met for all three assessed sections of ENGL 463, Business Writing, for the Fall 2017, 2018, and 2019 assessment periods. Specifically:

#### **FALL 2017**

##### **ENGL 463 Section 4T**

With 8 of 9 students (89%) achieving 70% proficiency, this learning outcome was met.

- 2 of 9 students (22%) scored in the exceeds proficient range [>89%]
- 6 of 9 students (67%) scored in the proficient range [70%-89%]
- 1 of 9 students (11%) scored in the below proficient range [<70%]

#### **FALL 2018**

##### **ENGL 463 Section 4E**

With 6 of 7 students (86%) achieving 70% proficiency, this learning outcome was met.

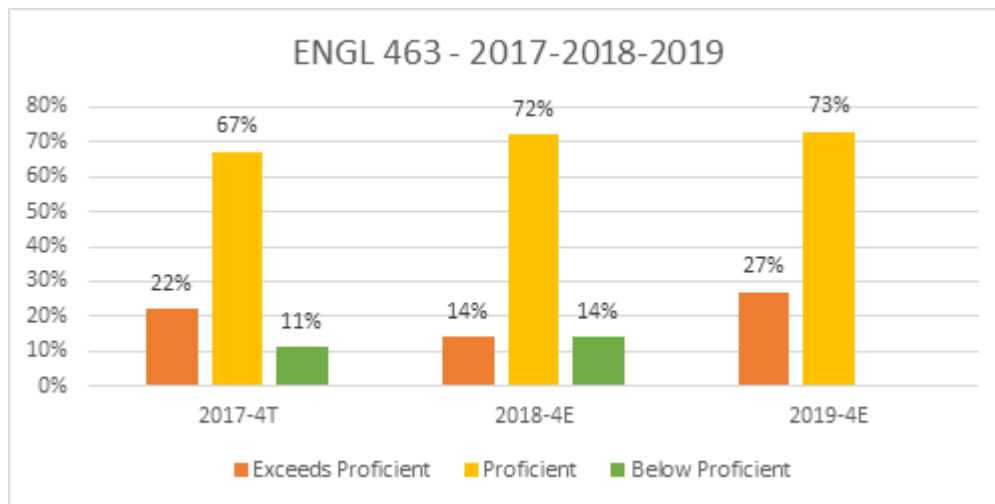
- 1 of 7 students (14%) scored in the proficient range [70%-89%]
- 6 of 7 students (72%) scored in the proficient range [70%-89%]
- 1 of 7 students (14%) scored in the below proficient range [<70%]

#### **FALL 2019**

##### **ENGL 463 Section 4E**

With 15 of 15 students (100%) achieving 70% proficiency, this learning outcome was met.

- 04 of 15 students (27%) scored in the exceeds proficient range [>89%]
- 11 of 15 students (73%) scored in the proficient range [70%-89%]



## Use of Results

### FALL 2017

Assessment results for ENGL 463, Business Writing, were made available for review and comment. After reviewing the results, the faculty responsible for teaching ENGL 463 in conjunction with members of the Business Division made the following recommendations:

- Continue assessment of ENGL 463, Business Writing.
- Maintain current designated level of proficiency.
- Maintain current methods of assessment and scoring.

### FALL 2018

Assessment results for ENGL 463, Business Writing, were made available for review and comment. After reviewing the results, the faculty responsible for teaching ENGL 463 in conjunction with members of the Business Division made the following recommendations:

- Continue assessment of ENGL 463, Business Writing.
- Maintain current designated level of proficiency.
- Maintain current methods of assessment and scoring.

### FALL 2019

The disruption to teaching and learning due to Covid 19 carried into any meaningful dialog regarding assessment results for Fall 2019. A meeting of faculty to discuss assessment results will depend on the opening of campus for faculty meetings and other variables.

It is important for faculty members to discuss administration of assessments and other related topics during periods of emergency distance learning. Areas that faculty may consider critical to the assessment process during such a time as with Covid 19 include, but certainly not limited to:

- Administering e-assessments via Blackboard.
- Time or untimed e-assessments.
- Ensuring academic honesty with e-assessments.
- Student access to a home computer and Internet service.
- Different types of assessments.

## Goal 5.

Upon successful completion of the requirements for the Associate of Science in Business degree program, students will be able to demonstrate their knowledge and understanding of microeconomics.

## Curriculum

ECON 221 Principles of Microeconomics

## **Learning Outcome 1.**

After instruction and successful completion of coursework, students will demonstrate their knowledge and understanding of microeconomic by explaining and operationalizing microeconomic theories and concepts.

### **Measures and Criteria**

Given an assignment on microeconomic theories and concepts, it is anticipated that 70% of students should achieve proficiency.

### **Methods**

Determination of proficiency will be made by an earned minimum score of 70. Scores below 70 will be considered as not meeting proficiency and scores of 90 and above will be considered as exceeding proficiency.

To determine the percentage of students who achieved 70% proficiency, submitted artifacts will be assessed using the following formula:  $\text{Percentage} = S_b/n \times 100$ , where  $S_b$  = the number of students who meet specified criteria and  $n$  = the total number of student artifacts submitted.

## **ASSESSMENT PLAN FOR 2018-2019.**

### **NOTIFICATION**

#### **Fall 2018**

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

#### **Fall 2019**

- Appropriate faculty will be notified.
- For courses with multiple sections, all sections will be assessed.

### **PROCESS**

- Student artifacts will be collected at the end of the semester.
- Artifacts will be copied, stripped of identifying information, and originals returned to appropriate faculty.
- Artifacts, rubrics [if utilized for scoring], and scoring sheets will be distributed to assessment committee members, to include the assessment coordinator.
- Scored artifacts will be returned to the assessment coordinator for tabulation, final report, and executive summary development.
- Reported results will be distributed to appropriate faculty for review and discussion.

### **Results**

70% proficiency was met for all four assessed sections of ECON 221, Principles of Microeconomics for the Fall 2018 and Fall 2019 assessment periods. Specifically:

#### **FALL 2018**

##### **ECON 221 Section 4A**

With 25 of 33 students (76%) achieving 70% proficiency, this learning outcome was met.

- 07 of 33 students (19%) scored in the exceeds proficient range [ $>89\%$ ]
- 18 of 33 students (55%) scored in the proficient range [ $70\%-89\%$ ]
- 08 of 33 students (24%) scored in the below proficient range [ $<70\%$ ]

##### **ECON 221 Section 4P**

With 16 of 21 students (76%) achieving 70% proficiency, this learning outcome was met.

- 05 of 21 students (24%) scored in the exceeds proficient range [ $>89\%$ ]

- 11 of 21 students (52%) scored in the proficient range [70%-89%]
- 05 of 21 students (24%) scored in the below proficient range [<70%]

## **FALL 2019**

### **ECON 221 Section 4A**

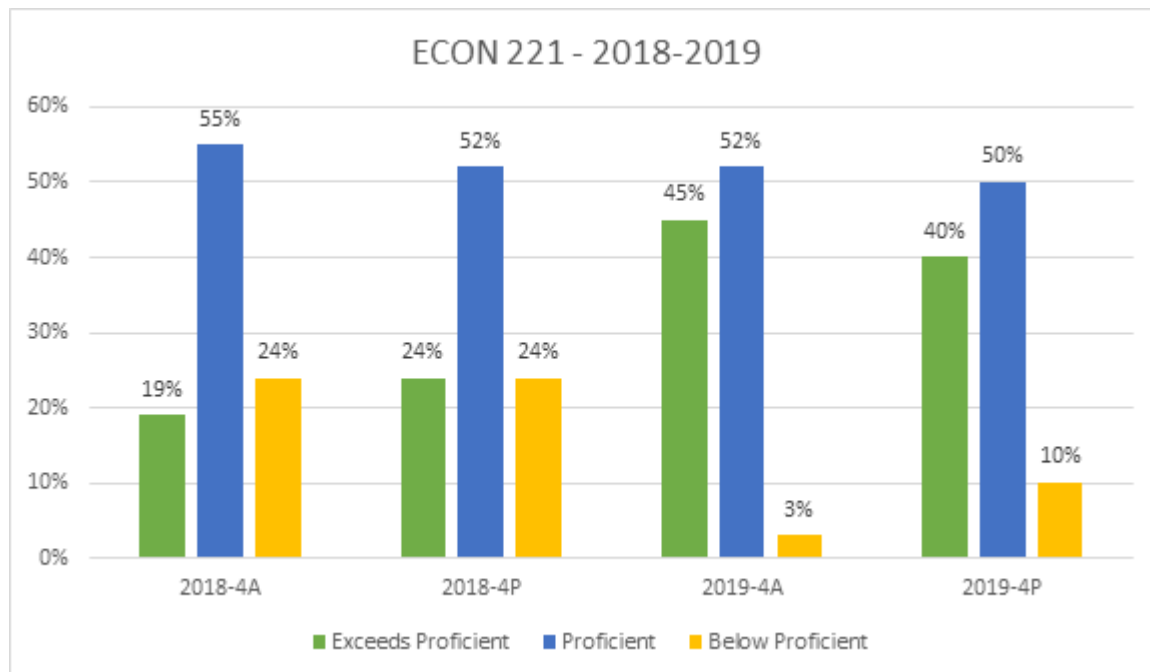
With 32 of 33 students (97%) achieving 70% proficiency, this learning outcome was met

- 15 of 33 students (45%) scored in the proficient range [70%-89%]
- 17 of 33 students (52%) scored in the proficient range [70%-89%]
- 01 of 33 students (03%) scored in the below proficient range [<70%]

### **ECON 221 Section 4P**

With 9 of 10 students (90%) achieving 70% proficiency, this learning outcome was met.

- 04 of 10 students (40%) scored in the exceeds proficient range [>89%]
- 05 of 10 students (50%) scored in the proficient range [70%-89%]
- 01 of 10 students (10%) scored in the below proficient range [<70%]



## **Use of Results**

### **FALL 2018**

Assessment results were made available to faculty of the Business Division for review and comment. After reviewing the results, the faculty responsible for teaching ECON 221, Principles of Microeconomics, in conjunction with other members of the Business Division made the following recommendations:

- Continue assessment of ECON 221, Principles of Microeconomics.
- Maintain current designated level of proficiency.
- Maintain current methods of assessment and scoring.

### **FALL 2019**

The disruption to teaching and learning due to Covid 19 carried into any meaningful dialog regarding assessment results for Fall 2019. A meeting of faculty to discuss assessment results will depend on the opening of campus for faculty meetings and other variables.

It is important for faculty members to discuss administration of assessments and other related topics during periods of emergency distance learning. Areas that faculty may

consider critical to the assessment process during such a time as with Covid 19 include, but certainly not limited to:

- Administering e-assessments via Blackboard.
- Time or untimed e-assessments.
- Ensuring academic honesty with e-assessments.
- Student access to a home computer and Internet service.
- Different types of assessments.