

## Eastern West Virginia Community and Technical College

### COURSE ASSESSMENT REPORT

<b>Course Title and Number:</b>  BUS 101 Introduction to Business	<b>Academic Term and Year of Assessment Activity (Ex: Fall, 2010)</b>  Fall, 2012
<b>Report Submitted By: Sean Riley</b>	<b>Number of Students Assessed: 11</b>
<b>Date Report Submitted: 2/15/2013</b>	<b>Number of Sections Included: 1</b>
<b>Course Delivery Format (list all modalities used in sections assessed. Ex: web based, VDL, traditional section, hybrid course, etc:</b>  Online	

<b>Course Role in the Curriculum</b> Provide a description of the role the course serves in the curriculum (i.e. general education requirement, program technical core, restricted elective, etc.). Note all as appropriate.
The Introduction to Business course is required course for several programs including Business Management, Information Technology, Accounting and Computer Applications Specialist. The course also serves as an elective for Administrative Support Technology program.

<b>Assessment Methods</b> Provide a description of the assessment process used. Include description of instrument and performance standards in description. Note all methods.
Essay questions were given to students as part of final and mid-term exam

<b>Assessment Results</b> Provide a summary of results including tables/charts. Incorporate information from previous assessments as appropriate. Append additional pages if necessary. If appending, include notation in box to "See attached".
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<b>Course Level Assessment Summary of Outcomes, Indicators and Results</b> Course Title and Number Number of students in assessment sample = 11 Number of Sections in Assessment = 1 Add additional rows to table if necessary
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Learning Outcomes (Insert learning outcomes assessed during this cycle)	Indicator (Insert indicators used for each outcome: exam question, scoring rubric, etc. Be specific)	Percent of Correct Responses	Percent of Incorrect Responses	Performance Standard Met (75%)* (yes or no)
Identify business ownership classifications	The students were asked to list and describe three types of business ownership and discuss advantages and disadvantages of each type of business ownership classification. 87% answered the question correctly to include sole proprietorship, partnership and corporation.	87%	13%	Yes
Outcome 2: Explain federal Income tax principles	Students were asked to differentiate between gross income and adjusted gross income and name several types of exempt gross income? 66% answered this question correctly by identifying gross income as income before deductions which leaves adjusted gross income and tax exempt income and explained that gross income is the total of all income before any adjustments, deductions, or exemptions subject to federal taxes; it includes active, portfolio, and passive income. They were also able to explain adjusted gross income as the amount of income remaining after subtracting all allowable adjustments to income from gross income. They further identified tax exempt income to include: child-support payments, municipal bond interest payments, compensation from an accident, federal income tax refunds, and veterans' benefits	66%	34%	No
Outcome 3: describe production process	100% surveyed answered the question correctly which asked them to define and differentiate the following: process manufacturing, assembly processing, continuous processing and intermittent processing. The students accurately defined process manufacturing, the assembly process, continuous processing and intermittent processing along with the differences.	100%	0	yes
Outcome 4: Explain management functions and leadership styles	The question was asked what are the differences and similarities between managers and leaders. 100% answered correctly and went into detail in answering these questions. All showed differences; as well as, the similarities and all of the students gave a very descriptive answer.	100%	0	yes

\* Please note if using a different minimum performance standard.

<b>Conclusions and Action Plan</b>
<b>Provide a brief summary of conclusions derived based on analysis of data. Identify action plan for improvement or maintaining current performance levels. Append additional pages if necessary. If appending, include notation in box to “See attached”.</b>
<b>The outcome that is not met will be assessed in the future assessment when the course is offered again in fall of 2013. Other assessment techniques including multiple choice questions will be incorporated to evaluate other outcomes. The results of this outcome will be shared with other instructors including the full-time faculty.</b>

<b>Effective Date for Changes or Curriculum Proposal Submission to LOT (if recommended)</b>	<b>Proposed Date for Reassessment</b>

<b>Assessment Committee Approval (To be posted by Assessment Committee Chair)</b>	<b>LOT Review (To be posted by Assessment Committee Chair)</b>
<b>Date: February 27, 2013</b>	<b>Date: April 15, 2013</b>