

Certificate of Applied Science in Business Management

Program Level Assessment Plan

Mission Statement

The mission of Eastern's Certificate of Applied Science Business Management is to provide students with a basic knowledge of the business organization and procedures. The program is designed for persons who are seeking employment in an entry-level management position.

In keeping with the institution's mission, vision and goals, the Certificate in Business Management, meets the expressed needs of the District's businesses. Graduates of the program are prepared for entry-level positions.

The Business Management, C.A.S. program provides students with an opportunity to develop their technical and interpersonal skills. Students in this program complete four general education courses as well as three business core and three business elective courses.

Certificate Outcomes:

- Demonstrate a basic knowledge of business organization and procedures
- Demonstrate effective skills in business communication and computation
- Demonstrate basic knowledge in college level math and business tools including computer applications

Program Level Assessment (Certificate in Applied Science in Business Management)

The assessment of the Certificate in Applied Science in Business Management will follow assessment instruments and standards to discern student academic achievement and course effectiveness in meeting the certificate goals and course outcomes.

- Completion Rate/Course Level: At least 75% of students enrolling in the certificate program will successfully complete the course(s). This will be determined after registration each semester based on enrollment numbers. At least 75% of the students will demonstrate mastery of the course outcomes by earning at least a 70% average in each course through a variety of classroom assessments.
- Drop Rate: The drop rate for the CAS in Business Management will be tracked. The drop rate will not exceed 40%.
- Course-level effectiveness: Course outcomes for all of Business Management courses will be assessed. At least half of the outcomes from each course will be assessed. Assessment questions linked to course learning outcomes will be included in the test, quizzes, assignments and exams.

- Persistence Rate: Students in the certificate in Business Management will be tracked throughout their respective program to determine persistence through program completion.
- Graduation Rate: At least 70% of students enrolling in the certificate in Business Management will successfully complete the respective program within a reasonable time based on full-time enrolment.
- Implementation. This will be measured by the number of students obtaining the certificate.
- Syllabus Analysis: Syllabus analysis will be conducted on an annual basis to assure consistency of outcomes with Master Course Record Forms and among sections of specific courses.
- Transcript Analysis: Transcript analysis will be conducted as triggered by deficiencies in course level assessment activities.
- Advisory Committee Review: Annual advisory committee review will provide qualitative evaluation of program effectiveness in meeting regional business and industry needs.
- Student Course Evaluation: Course evaluation surveys will be used as indirect assessment measures of student success and satisfaction.
- Graduate Placement Rate: Tracking of students completing the certificate will be done by a survey to determine the number of graduates obtaining employment in their field of study. The survey will include questions to collect data on location, salary, job preparedness, and reasons why graduates are not working in their field if applicable.

Data Collection

Multiple methods will be used to collect appropriate data to assess student learning and success. Primary data will be analyzed to determine course level effectiveness. A secondary analysis of student records will be conducted to track student success, engagement and goal attainment. Student records selected for the secondary analysis include enrollment patterns in the program, course grades, drop rates, and certificate, or job attainment.

Target outcomes will be identified for evaluation over a five-year cycle. Standard exam questions will be administered across multiple sections of target courses.

A secondary analysis of course evaluation will be conducted to address students' perceptions of success and satisfaction. Self-reports will provide a qualitative perspective of the students' "lived experience" in targeted program courses.

Data Analysis and Recommendations

The Division Chair for Business Management, Computer and Information Technology and the business faculty will prepare an annual assessment report and recommendations. These reports will be provided to the Dean for Teaching and Learning, Assessment Committee and the Learner Outcomes Team (LOT). Reports will address the student outcomes, methods of assessment, results of assessment activities and recommendations.

Assessment reports will be shared with the faculty for the business management courses. The faculty and the advisory committee will be convened to determine need for programmatic change or course revision.

Effectiveness of Assessment Plan

Additional methods of assessment will be added to determine student success and effectiveness of the curriculum. The Six Fundamental Question for Conversations on Student Learning will serve as prompts for dialog in utilization of assessment data for improvement of student learning. As trends in student academic achievement are monitored, need for additional assessment activities or change in focus will become evident by applicability of results in curriculum revision.

The Higher Learning Commission (HLC) identifies six fundamental questions to guide discussions for the review of assessment in support of student learning:

1. How are your stated student learning outcomes appropriate to your mission, programs, degrees, and students?
2. What evidence do you have that students achieve your stated learning outcomes?
3. In what ways do you analyze and use evidence of student learning?
4. How do you ensure shared responsibility for student learning and for assessment of student learning?
5. How do you evaluate and improve the effectiveness of your efforts to assess and improve student learning?
6. In what ways do you inform the public and other stakeholders about what students are learning---and how well?

Business Management - Certificate

	BUS 203 ENL 102 ENL 101	BUS 204	BUS 208	BUS 210	BUS 215	FIN 225	FIN 226	FIN 231	MGT 251	MGT 250
Demonstrate a basic knowledge of business organization and procedures		x	x	x	x	x	x	x	x	x
Demonstrate effective skills in business communication.	x									

Demonstrate basic knowledge in college level math and business tools including computer applications.									x		
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	ACC 230	ACC 235	ACC 240	CIS 111	CIS 114	CIS 117	CIS 119	CIS 121	CIS 124	CIS 133
Demonstrate a basic knowledge of business organization and procedures										
Demonstrate effective skills in business communication.							x			
Demonstrate basic knowledge in college level math and business tools including computer applications.				X Com	X Com	X Com	X Com	X Com	X Com	X Com

	MTH 115 or Higher	BUS 101	MKT 260	ECN 201	ECN 202	ACC 250	ACC 251			
Demonstrate a basic knowledge of business organization and procedures		x	x	x	x	x	x			
Demonstrate effective skills in business communication.										
Demonstrate basic knowledge in college level math and business tools including computer applications.	X MTH									