

`E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT  
OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/ evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level:					
For general education if an undergraduate institution:					
List each degree program: 1. Accounting	<a href="https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Accounting.pdf">https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/Accounting.pdf</a>	Intermediate Accounting I & II were assessed in Fall 2019 and Spring 2020 for learning outcome: “Analyze and record sophisticated accounting transactions and prepare advanced financial statements in accordance with GAAP.” Same faculty teaches both courses and used	The faculty review the assessment information yearly. Those involved include both full-time and adjunct faculty in the business department. During the assessment professional day, the group discusses	We found the following: The results were overall not surprising as these are concepts that accounting majors should be able to demonstrate a strong understanding.	2017-2018 academic year

		<p>homework assignments and test that covered specific chapters to assess the above-mentioned LO. Both courses were offered only online.</p> <p>A review of catalog course descriptions, during Assessment professional day, resulted in a proposal to changing the course descriptions of BUS101, BUS102, BUS105, BUS211, MKT201, ACC202, and ACC203 in an effort to eliminate ambiguity in language and to improve accurate depiction of course learning outcomes.</p>	<p>which outcome to asses and which assignment will be used to assess the outcome. During the semester student samples are collected to be assessed by the faculty at the end of the semester. The results are shared with all faculty and a plan is developed of how to proceed to either maintain or improve the results.</p> <p>The computerized accounting assignments are reviewed by the full-time faculty member who oversees the accounting program.</p>	<p>Although the final semester grades for ACC202 did not meet the 85% expected goal (4% lower than goal) this was also the semester that the COVID-19 pandemic hit and many of our students were struggling with a variety of challenges. For the two assignments that the goal was not met the professor as reviewed the areas where the students struggled the most and will be developing additional resources, such as videos, to aid the students in having a stronger understanding of the material covered.</p>	
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				<p>Removed the free elective and replaced it with a program elective that will require students to take either the internship class or Managerial Business Communications, this went into effect in the Fall of 2019.</p> <p>In addition, the program requirement Organizational Behavior (PSY105) instead of Intro. To Psychology (PSY101) went into effect in the Fall of 2019.</p> <p>Intro. To Business (BUS101) is required as a prerequisite for all upper level business courses, which went into</p>	
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				<p>effect in the Spring of 2020.</p> <p>Changes to course sequencing and prerequisites went into effect in Spring 2019:</p> <p>BUS102 (Introduction to Entrepreneurship) a 100 -level course with 3 prerequisites: BUS101, MKT210, and ACC101.</p> <p>BUS105 (Business Communications) prerequisites: BUS101 and ENG102.</p> <p>BUS211 (Business Law) prerequisites: BUS101 and raised ENG101 to 102.</p>	
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				<p>Made BUS101 prerequisite for all upper level courses</p> <p>A capstone course was created this year called Business Analytics Capstone and paperwork was submitted and approved to require this course for the Accounting and Business Management programs. The course is not yet implemented awaiting other potential changes.</p> <p>ACC202, ACC203, and MKT210 underwent a course description change, which went into effect in the Spring of 2020.</p>	
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				We have also created curriculum pathways for students taking 9, 12, or 15 credits to make the registration process easier for students and in an organized sequence.	
2.Business Transfer	<a href="https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/fs-ocmap-bus-trans.pdf">https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/fs-ocmap-bus-trans.pdf</a>	<p>Introduction to Business (BUS101) was assessed in Spring 2020 for learning outcome: “Identify and analyze the components of a viable business.”</p> <p>Full-time and adjunct faculty were consulted on the type of assessment that would best capture student learning. 4-BUS101 sections participated in a multiple-choice assessment deployed through Bb towards the end of the semester. 51 students responded to the survey, which was</p>	<p>The faculty review the assessment information yearly. Those involved include both full-time and adjunct faculty in the business department. During the assessment professional day, the group discusses which outcome to assess and which assignment will be used to assess the outcome. During the semester student samples are collected to be assessed by the</p>	<p>We found the following: The sample size was too small for meaningful conclusions, 55% of participants passed with a passing grade of 70% or higher, inconsistency in the individual class passing rates, the question sample chosen seemed to be well chosen given that there is not a significant discrepancy in the</p>	2016-2017 academic year

		<p>administered after the college made the transition to go online in March due to COVID-19 pandemic.</p> <p>A review of catalog course descriptions, during Assessment professional day, resulted in a proposal to changing the course descriptions of BUS101, BUS102, BUS105, BUS211, MKT201, ACC202, and ACC203 in an effort to eliminate ambiguity in language and to improve accurate depiction of course learning outcomes.</p>	<p>faculty at the end of the semester. The results are shared with all faculty and a plan is developed of how to proceed to either maintain or improve the results. We typically only look at student samples from students that have completed at least 45 credits as they are then closer to the end of their program and should have developed solid skills over the course of their education at the college.</p>	<p>responses; however, five questions had the most inconsistency in student responses. It is advised to take a deeper look into the chosen question to identify whether any biases exist. Add additional lines to the survey to capture more information on the students to allow for any connections regarding potential biases:</p> <ul style="list-style-type: none"> <li>• Demographics</li> <li>• Whether English is first language,</li> <li>• First generation students</li> </ul> <p>A deeper look at inconsistency in the individual class passing rates.</p>	
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				<p>Intro. To Business (BUS101) is required as a prerequisite for all upper level business courses, which went into effect in the Spring of 2020.</p> <p>BUS101, ACC203, and MKT210 underwent a course description change, which went into effect in the Spring of 2020.</p> <p>Free elective is replaced by MKT210 Principles of Marketing as a required course which went into effect in the Fall of 2020.</p>	
3.Business Management	<a href="https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/fs-ocmap-bus-mgmt.pdf">https://facstaff.necc.mass.edu/wp-content/uploads/2009/07/fs-ocmap-bus-mgmt.pdf</a>	Introduction to Business (BUS101) was assessed in Spring 2020 for learning outcome:	The faculty review the assessment information yearly. Those involved	We found the following: The sample size was too small for	2016-2017 academic year



		<p>“Identify and analyze the components of a viable business.”</p> <p>Full-time and adjunct faculty were consulted on the type of assessment that would best capture student learning. 4-BUS101 sections participated in a multiple-choice assessment deployed through Bb towards the end of the semester. 51 students responded to the survey, which was administered after the college made the transition to go online in March due to COVID-19 pandemic.</p> <p>A review of catalog course descriptions, during Assessment professional day, resulted in a proposal to changing the course descriptions of BUS101, BUS102, BUS105, BUS211, MKT201, ACC202, and ACC203 in an effort to eliminate ambiguity in</p>	<p>include both full-time and adjunct faculty in the business department. During the assessment professional day the group discusses which outcome to asses and which assignment will be used to assess the outcome. During the semester student samples are collected to be assessed by the faculty at the end of the semester. The results are shared with all faculty and a plan is developed of how to proceed to either maintain or improve the results. We typically only look at student samples from students that have completed at least 45 credits as they are then closer to the end of their program and should have</p>	<p>meaningful conclusions, 55% of participants passed with a passing grade of 70% or higher, inconsistency in the individual class passing rates, the question sample chosen seemed to be well chosen given that there is not a significant discrepancy in the responses; however, five questions had the most inconsistency in student responses. It is advised to take a deeper look into the chosen question to identify whether any biases exist. Add additional lines to the survey to capture more information on the students to</p>	
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		<p>language and to improve accurate depiction of course learning outcomes.</p>	<p>developed solid skills over the course of their education at the college.</p>	<p>allow for any connections regarding potential biases:</p> <ul style="list-style-type: none"> <li>• Demographics</li> <li>• Whether English is first language,</li> <li>• First generation students</li> </ul> <p>A deeper look at inconsistency in the individual class passing rates.</p> <p>The free elective was removed and replaced with a program elective that will require students to take either the internship class COP110 or Managerial Business Communications BUS105.</p> <p>The program requirement Organizational</p>	
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				<p>Behavior (PSY105) replaces Intro. To Psychology (PSY101) went into effect in the Fall of 2019. (not sure of the semester)</p> <p>Intro. To Business (BUS101) is required as a prerequisite for all upper level business courses, which went into effect in the Spring of 2020.</p> <p>The perquisites BUS101, MKT210, and ACC101 were approved for BUS102 Introduction to Entrepreneurship, which went into effect in the Spring of 2020.</p> <p>BUS101, BUS102,</p>	
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				<p>BUS105, BUS211, and MKT210 underwent a course description change, which went into effect in the spring of 2020.</p> <p>We have also created curriculum pathways for students taking 9, 12, or 15 credits to make the registration process easier for students and in an organized sequence.</p>	
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Institutions selecting E1a should also include E1b.

Note: Please see the Statement on Student Achievement and Success Data Forms (available on the CIHE website: <https://cihe.neasc.org>) for more information about completing these forms.