

Business Department Unit-Level Assessment Liaison Report Spring 2020

Liaison Report prepared by Bridgette Mahan

As of now, the Business Department has the following three Assessment Projects ongoing. Our ability to process our results department-wide for Spring 2020 was adversely impacted by our transition to remote learning in Spring 2020 due to the impact of the changes in instructional modality related to the Coronavirus.

On a class section basis, the assessment exams were administered, but our correlation of results across course as well as across student learning outcomes will be addressed in Fall 2020.

- Liaison Project Start Date: Spring Semester/Year 2016 (Assessment of Student Performance in Business Related Curricula)
- Liaison Project Start Date: Fall Semester/Year 2017 (Attitudinal Assessment of Student Perceptions of Learning in Business Related Curricula Online Versus Face-To-Face)
- Liaison Project Follow-up: Fall Semester/Year 2018 and Spring Semester/Year 2019 (Assessment of Student Performance in Business Related Curricula: First Assessment Test Run, Spring Semester/Year 2016)

The Business Department also submitted in September 2019 our Program Quality Review report to the Accreditation Council for Business Schools and Programs (ACBSP), which is the Business Department's national professional accreditation body. In response to our Quality Review, the ACBSP documented two conditions, one note and one opportunity for improvement which the Business Department needs to respond to in our next Status Report, which is due in September of 2021. **As part of our Business Assessment liaison activities, we began in Spring 2020 to identify and formulate specific measurable performance measures and stakeholder satisfaction outcomes to include in our Fall 2020 program and unit-level assessment activities. This activity was our third assessment project.**

I. Department Buy-In and Outcome Definition

Assessment of Student Performance in Business Related Curricula

This work builds on work done in previous semesters. The department first held discussions with tenured and non-tenured faculty in the spring and summer of 2018 about the results of

the pilot work. The assessment pilot consisted of end of term assessment exams in three baseline Business courses: Business 111 – Introduction to Business, Business 181 – Financial Accounting, and Business 182 – Managerial Accounting. That input was used to tailor the timing and wording of the information sent to students via a Blackboard/Brightspace administered survey. This survey was targeted to assess student success both early and later in their college career. There was department-wide agreement that there was value in trying to assess at multiple points in a student's time at Harold Washington College how they performed against a standard set of questions that covered a broad spectrum of business-related topics that hopefully all students who went through one of the Business programs could successfully answer prior to matriculating from the college. The goal was to see if there was a demonstrable difference between students at an early phase in their Business coursework versus those toward the end of their Business program.

Beginning Summer 2019, continuing through Spring 2020, a final version of the baseline assessment exams has been rolled out and given to multiple sections of these courses. We will correlate the results/information obtained and design a final version of the assessment survey to **implement** in Spring 2021 across selected face to face and online course sections.

Attitudinal Assessment of Student Perceptions of Learning in Business Related Curricula Online Versus Face-To-Face

This work was developed in the spirit of a larger Harold Washington College effort to look at students' perceptions of their learning online versus in face-to-face formats. The goal was to zero in on Business courses and see via a Blackboard/ Brightspace administered survey if we could observe a significant difference in perceived experience based on whether the student was taking the course online or in a face-to-face format.

We are still do not have clear results based on the change in modalities such as remote learning in addition to traditional online learning mode of instruction utilized in Spring 2020.

II. Assessment Research and Design

Assessment of Student Performance in Business Related Curricula

In previous semesters, it was determined that the best time to approach students early in their HWC careers was at the beginning of three courses which were common to almost all later Business course requirements: Business 111 (Introduction to Business), Business 141 (Business Math), and Business 181 (Financial Accounting). This was then paired with the results of students completing courses considered to be taken later in their Harold Washington College career: Business 269 (Principles of Management), Business 182 (Managerial Accounting), and Economics 201 (Principles of Economics 1).

In the Fall of 2017, a full review was done of the 30 questions being asked from a qualitative and statistical review of question appropriateness via a pt. biserial analysis. The review

included faculty at Daley College (Alta Williams) who was recruited to the effort after a discipline review of the overall discipline assessment process and ongoing progress made to date in the Spring of 2017. At the conclusion of the review, a decision was made to eliminate original questions 1, 4, 5, 9, 20-22, 28 and replace them with eight additional questions sourced from a combination of final exams and quizzes previously given in the respective classes. The questions deemphasized specific accounting and business mathematics knowledge to expand inquiries about functional business areas and topics like marketing and international business. The revised thirty question assessment has seven questions devoted to business mathematics, seven questions devoted to accounting, and sixteen questions allocated to introductory business topics such as marketing, operations and economics. With the shift from the Blackboard Learning Management System (LMS) to Brightspace in 2019, we were set to review and submit the revised question set on Brightspace in Spring 2020 but were unable to roll out the question set due to the impact of remote learning changes in Spring 2020. We intend to finalize and roll out the newly revised question set during the 2020 – 2021 academic year.

Attitudinal Assessment of Student Perceptions of Learning in Business Related Curricula Online Versus Face-To-Face

The attitudinal assessment was adapted from a larger school effort to look at students' perceptions of their learning online versus in face-to-face formats. A general assessment previously used within Harold Washington was modified and adapted for the business department's particular use as a tool. The decision was made after consulting with peers to limit the assessment to 15 questions that would tease out the differentiating aspects of the learning experience while enhancing the likelihood of a high response rate.

In addition, with the introduction of remote learning in Spring 2020, we are reviewing the pilot questions to see if modifications are needed to address the remote learning modality as well.

III. Pilot Assessment Tools and Processes

Assessment of Student Performance in Business Related Curricula

Assessment exams were administered in Spring and Fall 2018, but the results and departmental ability to assess the results were limited due to the LMS changeover from Blackboard to Brightspace, which prevented the retention of Blackboard assessment exam results and limited involvement by the college-led technology administrator due to the Brightspace rollout in Fall 2018 and Spring 2019.

In Summer 2019, Fall 2019, and Spring 2020, course assessment exams were given to a minimum of four course sections utilizing the Brightspace platform with the complete results to be analyzed and reviewed in Fall 2020.

Attitudinal Assessment of Student Perceptions of Learning in Business Related Curricula Online Versus Face-To-Face

The original intent was that the assessment would be given to a sub-set of business classes (separate from the above *Assessment of Student Performance in Business Related Curricula* effort) as a pilot assessment in Spring 2020. However, this rollout of this assessment tool has been postponed as we reevaluate our questions in light of the Spring 2020 switch to a remote learning modality across all our courses and in light of our Business Department's designation as a City College Business Center of Excellence. In addition, the Department has decided to review the Attitudinal Assessment questions with assistance from the Assessment Committee to ensure Unit-Level Assessment needs are appropriately addressed.

IV. Administer Specific Assessment

Assessment of Student Performance in Business Related Curricula

The assessment was administered to a minimum of four class sections per semester in Summer 2019, Fall 2019 and Spring 2020 in accordance with the general procedures. We will be reviewing assessment results in Fall 2020 and will determine total population and response rate by semester.

Attitudinal Assessment of Student Perceptions of Learning in Business Related Curricula Online Versus Face-To-Face

We are not at this stage of the assessment process. As discussed in Section III, the Department has decided to review the Attitudinal Assessment questions with assistance from the Assessment Committee to ensure Unit-Level Assessment needs are appropriately addressed prior to the full-scale rollout, which the Department is targeting for Spring semester 2021.

V. Data Analysis

Assessment of Student Performance in Business Related Curricula

Unfortunately, the 2020 spring assessment analysis was postponed due to our move to remote learning and campus restrictions connected with the Coronavirus. Our intention is to complete all relevant data analysis during Fall 2020 and Spring 2021 in conjunction with the preparation of our ACBSP 2021 Status Quality Review report due September 2021.

Attitudinal Assessment of Student Perceptions of Learning in Business Related Curricula Online Versus Face-To-Face

We are not at this stage of the assessment process. As discussed in Section III, the Department has decided to review the Attitudinal Assessment questions with assistance from the Assessment Committee to ensure Unit-Level Assessment needs are appropriately addressed prior to the full-scale rollout, which the Department is targeting for Spring semester 2021.

We still intend to add attitudinal assessment prior to our full-scale rollout but are considering

whether we should delay the design of this assessment tool in light of the impact of COVID-19 on our learning community and students.

VI. Supporting Evidence-Based Change (Use of Findings)

Assessment of Student Performance in Business Related Curricula in Business Related Curricula

Our assessment process has been part of ongoing City College wide discipline meetings. **The faculty has prepared and delivered presentations related to stakeholder and student feedback tied to current curriculum viability and achievement of student learning outcomes. These presentations have been used to evaluate several curriculum initiatives and modifications (such as the Management Marketing AAS and changes to the Human Resources Certificate) which were approved via the District-wide PACC process. In addition, we have used these presentations to acquaint faculty with the importance of assessment data in the design of new academic pathways and courses.** In addition, our stakeholder survey findings will be used in our design of the stakeholder satisfaction outcomes which need to be included in our 2021 ACBSP Quality Review Status report.

Attitudinal Assessment of Student Perceptions of Learning in Business Related Curricula Online Versus Face-To-Face

We are not yet at this stage of the assessment process. As discussed in Section III, the Department has decided to review the Attitudinal Assessment questions with assistance from the Assessment Committee to ensure Unit-Level Assessment needs are appropriately addressed prior to the full-scale rollout, which the Department is targeting for Spring semester 2021.