

CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT-Part I
Assessment Data Results

The purpose of this form is to provide a written summary of your assessment results for the current assessment cycle.

Fall 2012 – Spring 2013
 (Assessment Period Covered)

June 30, 2013
 (Date Report Submitted)

Tom Darling, tdarling@cnm.edu, 224-3822
 (Contact Person/email/phone)

Choose **ONE** of the following **3** areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

Gen Ed Area (see definitions)	_____	or	Program	Business Administration
AA/AS	<input type="checkbox"/>		Certificate	<input type="checkbox"/>
AAS	<input type="checkbox"/>		AA/AS	<input type="checkbox"/>
			AAS	<input checked="" type="checkbox"/>
Or Discipline Area (see definitions)	_____			

Outcome(s) assessed:

- 1. Apply general business and management functions**
- 2. Develop marketing strategies**
3. Evaluate and apply financial data for decision making (not being assessed in this cycle)
- 4. Recognize and demonstrate effective teamwork skills**
- 5. Research and use data to effectively evaluate and solve business problems**
- 6. Organize and express ideas clearly orally and in writing**
- 7. Utilize technology in appropriate business situations**

Classes/Cohort Assessed: _____

BA2999, Capstone, Fall 2012 and Spring 2013
BA1131, Business Interpersonal Skills, Fall 2012 and Spring 2013

Measurement tool(s):
Capstone Project for Outcome 1,2,5,6,7
Team Project for Outcome 4

Type of tool (for each tool listed above, indicate type of tool):
Capstone Rubric
Team Evaluation Rubric

Achievement Target (if more than one measurement tool, list target for each tool separately):
Capstone Project: 80% of students completing 80% or higher
Team Evaluation Rubric: 80% of students completing at 80% or higher

Assessment Results/Findings (if more than one measurement tool, list results for each tool separately):

Capstone Project Data

54 student grades were collected in 2 sections of BA2999 over the Fall 2011 and Spring 2012 terms.
The following is the grading breakdown for the 54 students on the Capstone Project Rubric:

Possible Score Number of Students % of Sample

91-100	33	61%
81-90	10	19%
71-80	5	9%
61-70	4	7%
Below 61	2	4%

Team Evaluation Rubric Data

476 student grades were collected in various sections of BA1131 over the Fall 2012 and Spring 2013 terms.
The following is the grading breakdown for the 476 students on the Team Evaluation Rubric:

Possible Score Number of Students % of Sample

91-100	251	53%
81-90	152	32%
71-80	55	12%
61-70	12	2%
Below 61	6	1%

BA 1131 : Team Project Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1	Total
Contributions	Routinely provides useful ideas when participating in the group and in classroom discussion.	Usually provides useful ideas when participating in the group and in classroom discussion.	Sometimes provides useful ideas when participating in the group and in classroom discussion.	Rarely provides useful ideas when participating in the group and in classroom discussion.	
Problem-solving	Actively looks for and suggests solutions to problems.	Refines solutions suggested by others.	Does not suggest or refine solutions, but is willing to try out solutions suggested by others.	Does not try to solve problems or help others solve problems. Lets others do the work.	
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).	

Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares with, and supports the efforts of others. Does not cause \"waves\" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.	
Overall	Always recognizes and demonstrates effective teamwork skills.	Usually recognizes and demonstrates effective teamwork skills.	Sometimes recognizes and demonstrates effective teamwork skills.	Rarely recognizes and demonstrates effective teamwork skills.	

Capstone Rubric

Name: _____

Instructor: _____

Term: _____

Assignment: Strategic Plan

					Points
Exit Competencies					
#1:	Apply general business, marketing, and management concepts to a global environment.				
#2:	Create and interpret financial documents (income statement, balance sheet, and profit and loss statement).				
#3:	Work and interact with others as part of a team. (Measured through Work Keys Teamwork Exam.)				
#4:	Systematically research and evaluate issues and problems and develop and apply possible solutions.				
#5:	Organize and express ideas clearly in verbal and written form.				
#6:	Apply solutions using technology to business, marketing, and management situation.				
	0	2	4	6	
Content Knowledge – Apply general business, marketing and management concepts in a global environment. (#1)					
Mission Statement	A mission statement was not included.	A mission statement was offered with little or no research.	A mission statement was partially developed after some research was conducted.	A mission statement was developed after extensive research was conducted.	
Environmental Analysis	One or fewer of the four variables in the SWOT Analysis was considered and presented.	Two of the four variables in the SWOT Analysis were considered and presented.	Three of the four variables in the SWOT Analysis were considered and presented.	A complete SWOT Analysis was considered and presented.	
Competitive Analysis	One or fewer competitors were researched utilizing primary and secondary market research showing	Two competitors were adequately researched utilizing primary and secondary market	Three or four competitors were adequately researched utilizing primary and	Five or more competitors were adequately researched utilizing market research	

	competitors' strengths and weaknesses.	research showing competitors' strengths and weaknesses.	secondary market research showing competitors' strengths and weaknesses.	showing competitors' strengths and weaknesses.	
	0	2	4	6	
Strategic Alternatives	No strategic alternatives were developed, nor were courses of action.	One strategic alternative was developed based on the facts, issues and problems identified, and a possible course of action was presented for it.	Two strategic alternatives were developed based on the facts, issues and problems identified, and possible courses of action were presented for each.	Three or more strategic alternatives were developed based on the facts, issues and problems identified, and possible courses of action were presented for each.	
Goal Setting	No goals were identified.	One measurable and time-specific goal was identified based on the strategic alternatives developed.	Two measurable and time-specific goals were identified based on the strategic alternatives developed.	Three or more measurable and time-specific goals were identified based on the strategic alternatives developed.	
Control Systems	No solutions were offered.	Student offers one solution but does not tie it to strategic plan success.	Student offers one or two solutions to measure strategic plan success.	Student offers a variety of (3+) creative evaluation solutions to measure strategic plan success.	
	0	2	4	6	
Financials - Create and interpret financial documents. (#2)	Student provided no financial documents to support the strategic alternatives.	Student offered limited financial documents but did not tie documents to strategic alternatives or goals.	Financial documents related to strategic alternatives and goals were offered with limited explanation/interpretation.	Student used financial documents to properly explain strategic alternatives and goals. Financial documents were correctly interpreted.	—
	0	2	4	6	
Research - Systematically research topics using	Student has not researched or	Student has completed a minimal amount of research	Student has completed adequate research,	Student offers extensive research, is well organized by	—

textbooks, databases, and credible internet resources. (#4)	evaluated the issues and problems.	(1-3 referenced topics).	organized the facts, issues and problems and offers adequate solutions.	offering facts, addressing issues and problems, and offering more than adequate solutions.	
	0	2	4	6	
<u>Organization-</u> Organize and express ideas clearly in written form. (#5)	Audience cannot understand presentation because there is no sequence of information.	Audience has difficulty following presentation because student jumps around.	Student presents information in logical sequence which audience can follow.	Student presents information in logical, interesting sequence which audience can follow.	—
	0	2	4	6	
<u>Mechanics – Organize and express ideas clearly.</u> (#5)	Student's presentation had four or more spelling errors and/or grammatical errors.	Presentation had three misspellings and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspellings or grammatical errors.	—
	0	2	4	6	
<u>Technology – Apply solutions using technology to business, marketing, and management situation.</u> (#6)	Student is unable to create strategic plan using a current word processing program.	Student has difficulty using a current word processing program to create plan.	Student creates plan using a current word processing program but appears to have limited knowledge.	Student creates plan using a current word processing program utilizing many of the programs features.	
	0	2	4	6	

<p><u>Technology</u> –</p> <p>Spreadsheets for financial statements.</p> <p>(#6 and core competency)</p>	<p>Student does not include a spreadsheet or appropriate financial statements in his/her strategic plan.</p>	<p>Student attempts to include a spreadsheet but has difficulty conveying related information.</p>	<p>Student uses a spreadsheet in a logical manner which an audience can follow.</p>	<p>Student presents spreadsheet in logical, interesting sequence which audience can follow.</p>	
				Total---->	—

**CENTRAL NEW MEXICO COMMUNITY COLLEGE
ASSESSMENT REPORT – Part II
Action Plan & Assessment Plan Update**

The purpose of this form is to provide a written summary of your assessment action plan for the designated assessment cycle and provide an updated assessment cycle plan for the current 5-year cycle

Fall 2012 – Summer 2013
 (Report Period)
 Tom Darling
 (Contact Person/email/phone)

September 15, 2013
 (Date Report Submitted)

Indicate **ONE** of the following **3** areas for this assessment report and insert the name of the general education area, certificate, degree or discipline on the appropriate line:

See definitions for each category in Assessment Process document

<p>Gen Ed Area (see definitions) _____</p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input type="checkbox"/></p>	or	<p>Program Business Administration</p> <p>Certificate <input type="checkbox"/></p> <p>AA/AS <input type="checkbox"/></p> <p>AAS <input checked="" type="checkbox"/></p>
<p>Or Discipline Area (see definitions) _____</p>		
<p>Data Results Period upon which this Action Plan is based (period which ended 6/30/xx): Fall 2012 – Spring 2013</p>		
<p>Action Plan (close the loop):</p> <p>Continue tracking data from BA2999. We developed a new rubric for BA1131 to better measure teamwork and presented those results this term. Continue tracking data from new BA1131 Teamwork rubric.</p>		

ASSESEMENT PLAN

The assessment plan includes three parts:

1. **The plan description** (This should be a brief written description of the assessment plan(s) for the area/certificate/degree/discipline. If all outcomes are not shown in item #3 below as assessed in the 5 year cycle, this description must include information about their eventual assessment)
2. **The student learning outcomes for the area/program/discipline** for the 5 year cycle.
3. **The assessment cycle timeline**

1 Plan Description

This assessment plan measures the skills identified by the program as necessary for success of our students in the workplace. The measurement tools are an accurate reflection of a student’s learning outcomes identified by the plan.

2 Provide the list of current student learning outcomes for this area or program (you may add more lines if necessary by right clicking and choosing insert row below):

1	Apply general business and management functions
2	Develop marketing strategies
3	Evaluate and apply financial data for decision making
4	Recognize and demonstrate effective teamwork skills
5	Research and use data to effectively evaluate and solve business problems
6	Organize and express ideas clearly orally and in writing
7	Utilize technology in appropriate business situations

3 Assessment Cycle timeline for the above student learning outcomes for the next five years.

Outcome #	When Measured	Where measured (i.e. what course(s))	Measurement tool(s) & Type of tool
1	2012-17	BA2999	Strategic Plan; direct/internal
2	2012-17	BA2999	Strategic Plan – BA2999; direct/internal
3	2013-2017	BA 2999	Under revision
4	2012-17	BA1131	Team Project rubric
5	2012-17	BA2999	Strategic Plan – BA2999; direct/internal
6	2012-17	BA2999	Strategic Plan – BA2999; direct/internal
7	2012-17	BA2999	Strategic Plan – BA 2999; direct/internal
8			
9			
10			