

**ASSESSMENT REPORT
CENTRAL NEW MEXICO COMMUNITY COLLEGE**

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

Fall 2011 – Summer 2012

(Assessment Period Covered)

June 18, 2012

(Date Report Submitted)

See definitions for each category in Assessment Process document

Choose one:

Gen Ed Area (see definitions)

or

Program

Business Administration

AA/AS

AAS

Certificate

AA/AS

AAS

X

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 2011 and Spring 2012

BA1131, Business Interpersonal Skills, Fall 2011 and Spring 2012

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

51 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 51 students on the Capstone Project Rubric:

Possible Score	Number of Students	% of Sample
91-100	19	37%
81-90	12	24%
71-80	11	22%
61-70	6	12%
Below 61	3	5%

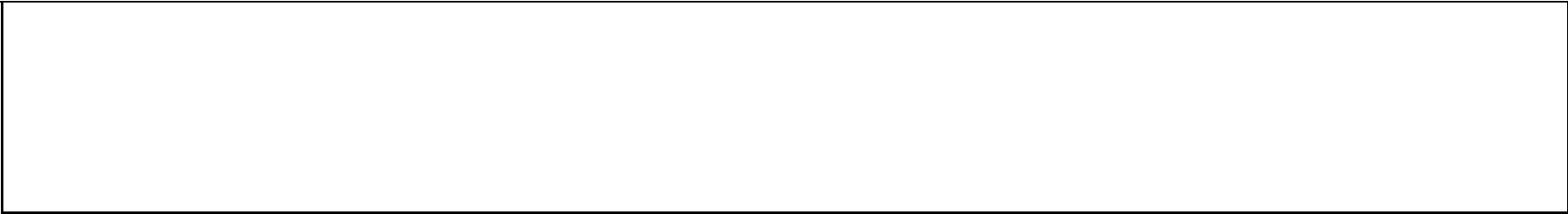
Team Evaluation Rubric Data

244 student grades were collected in 10 sections of BA1131 over the Fall 2011 and Spring 2012 terms.

The following is the grading breakdown for the 244 students on the Team Evaluation Rubric:

Possible Score	Number of Students	% of Sample
91-100	123	51%
81-90	73	30%
71-80	22	9%
61-70	6	2%
Below 61	22	8%

Action Plan (close the loop):



Central New Mexico Community College

BA 2999 - Capstone Course

BUSINESS ADMINISTRATION PROGRAM ASSESSMENT

GRADING 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 competitors' strengths and weaknesses.	Two competitors were adequately researched utilizing primary and secondary market research showing competitors' strengths and weaknesses.	Three or four competitors were adequately researched utilizing primary and secondary market research showing competitors' strengths and weaknesses.	Five or more competitors were adequately researched utilizing market research 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	

<u>Financials</u> - 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	
<u>Research</u> - Systematically research topics using textbooks, databases, and credible internet resources. (#4)	Student has not researched or evaluated the issues and problems.	Student has completed a minimal amount of research (1-3 referenced topics).	Student has completed adequate research, organized the facts, issues and problems and offers adequate solutions.	Student offers extensive research, is well organized by 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</u> – Organize and express ideas clearly. (#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	

<p>Technology – Apply solutions using technology to business, marketing, and management situation.</p> <p>(#6)</p>	<p>Student is unable to create strategic plan using a current word processing program.</p>	<p>Student has difficulty using a current word processing program to create plan.</p>	<p>Student creates plan using a current word processing program but appears to have limited knowledge.</p>	<p>Student creates plan using a current word processing program utilizing many of the programs features.</p>	
	<p>0</p>	<p>2</p>	<p>4</p>	<p>6</p>	
<p>Technology – 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>	
				<p>Total----></p>	<p>—</p>

Teacher Comments:

Team Evaluation Rubric

TEAM TOPIC _____ TEAM MEMBER BEING RATED _____ DATE: _____

OBJECTIVES	Beginning 0 -2 points	Developing 3 – 5 points	Accomplished 6- 8 points	Exemplary 9 -10 points	SCORE
Participate in team meetings	<i>Was present for only a few in-class team meetings, and/or missed most outside class team meetings. During meetings does not contribute much to the discussion/planning.</i>	<i>Was present for most, in-class team meetings, and/or came to outside class team meetings but arrived late or left early. During meetings infrequently contributes to the discussion/planning</i>	<i>Was present for most or all team meetings. If cannot be present, contacts other team mates and provides any expected work to the team prior to the meeting. During meetings contributes to the discussion/planning.</i>	<i>Was present, prepared, and on time for all team meetings. During meetings takes an active role in discussion/planning. Takes on a leadership role when appropriate.</i>	
Accept responsibility for goals and	<i>Does not understand team goals. Does not volunteer for tasks, takes on</i>	<i>Basically understands the team goals. Volunteers for the minimum amount of the work, and/or agrees to take on the</i>	<i>Fully understands the team goals and suggests steps/tasks. Volunteers for</i>	<i>Fully understands the team goals, helps team to develop steps/tasks and timeline for completion.</i>	

volunteer	<i>only what the team assigns.</i>	<i>easy tasks.</i>	<i>tasks.</i>	<i>Volunteers for the more difficult tasks.</i>	
Research and gather information	<i>Does not collect any information that relates to team topic.</i>	<i>Collects very little information that relates to team topic.</i>	<i>Collects some basic information and most of it relates to team topic.</i>	<i>Collects a great deal of information that is all relevant to team topic.</i>	
Share information	<i>Does not share any information with team mates. Team is in the dark as to what this person is doing.</i>	<i>Shares a little information with team mates, but team mates do not really know what to expect from this person.</i>	<i>Shares basic information with team mates. Team generally knows what to expect.</i>	<i>Shares a great deal of information with team mates. Team knows exactly what to expect.</i>	
Contribute equally	<i>Always relies on others to do the work.</i>	<i>Rarely does the assigned work and often needs reminding.</i>	<i>Usually does the assigned work and rarely needs reminding. Might remind others.</i>	<i>Always does the assigned work and never needs reminding. Takes responsibility to remind others.</i>	
Interact smoothly with other team members	<i>Usually argues with team mates, or withdraws from team discussions.</i>	<i>Sometimes argues with team mates and/or sometimes withdraws from the team discussions.</i>	<i>Expresses views, offers ideas, listens to others, often seems to enjoy working with team mates</i>	<i>Expresses views, offers ideas, listens to others, enjoys working with team mates, and works to create team synergy. Demonstrates effort to build team trust.</i>	
Seek/listen to others' ideas	<i>Does not ask others' opinion/ideas and/or does not listen to others' opinions/ideas.</i>	<i>Sometimes asks others' opinions/idea, and/or sometimes listens to others' opinions/ ideas</i>	<i>Asks others' opinions/idea, and listens to others' opinions/ ideas</i>	<i>Asks others' opinions/idea, and listens to others' opinions/ ideas. Makes sure everyone's opinions/ideas are heard and valued.</i>	
Give and receive constructive feedback	<i>Does not give feedback to team mates and/or reacts negatively to any feedback he or she receives.</i>	<i>Gives some feedback to mates but it is not given in a constructive manner. Sometimes responds in a negative manner to received feedback</i>	<i>Gives some constructive feedback and usually responds positively to constructive feedback.</i>	<i>Consistently gives constructive feedback and always responds positively to any feedback received.</i>	
Make fair decisions	<i>Usually wants to have his or her own way.</i>	<i>Often sides with friends instead of considering all views.</i>	<i>Usually considers all views.</i>	<i>Always helps the team to reach a fair decision that helps the team reach its goals.</i>	
Become knowledgeable on the topic	<i>At the end of the project, still is not knowledgeable on team topic.</i>	<i>Is knowledgeable only about his or her own section of the project. Could not cover for team mates.</i>	<i>Has basic knowledge of the whole project. Could give an overview of any section of the project.</i>	<i>Has become an expert on the topic. Could cover for any team mate.</i>	

RATED BY:

TOTAL POINTS	
--------------	--

Please complete a Participation Rating Sheet for each team member, including yourself. Use back of page for comments

**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 2011 – Summer 2012
 (Report Period)
 Scott Clapp/sclapp@cnm.edu/224-3896
 (Contact Person/email/phone)

10/12/2012
 (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 <u>Business Administration</u></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 2011 – Spring 2012</p>		
<p>Action Plan (close the loop): Continue tracking data from BA2999. Develop a new rubric for BA1131 to better measure teamwork.</p>		

--

ASSESSMENT 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			