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CALENDAR YEAR 2018 / ACADEMIC ASSESSMENT AND ACTION PLANNING

Problem Solving

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Template:

Assessment: Student Learning Competency

Number: 1.

Student Learning Competency:

Students apply problem solving skills in the context of business, including analysis of the problem, application and execution of business tools, reflection and evaluation of the problem, and finally consideration of implications and future tasks.

Title: Problem Solving

Start:

1/1/2018

End:

12/31/2018

Progress:

Providing Department:

Business and Finance/Accounting (A.S.)

Responsible Roles:

Program Processes: Strategies to Develop Students' Learning:

Undergraduate major students will begin problem-solving at the beginning of their program and continue throughout. The students will essentially be assessed in their first, second, third, and last semester on problem solving. This will allow faculty to measure value added at each point and determine opportunities for increased value added. Business courses that address problem-solving include ACCT 2010, ACCT 2020, ACCT 2350, ACCT 2230, ECON 1200, ECON 1020, FIN 2100, IMGT 2400, and MKT 2100. As students progress through the program, they will build upon their problem-solving skills. All courses will utilize the LCCC Problem Solving Rubric to assess student development.

Methods of Evaluating Student Performance:

Students will demonstrate their problem-solving skills in the FIN 2100 and ACCT 2230 courses, taken during the final semester of their programs. The common course assessment for these courses is assessed using the LCCC institutional Problem Solving Rubric, and results are shared with all department faculty. Faculty will use assessment data for evaluating delivery modalities, identifying weaknesses, and strengthening problem-solving content throughout program curricula.

Expected Level of Learning Performance:

The Business Department will be collecting data from a final semester course in each degree program to compare student assessment levels of Business and other LCCC programs. With a strong emphasis on problem-solving for business students, we expect our students to do at least as well as the average LCCC student.

Uploaded Documents for Plan Design:

Linked Documents

There are no attachments.

Attached Files

There are no attachments.

Data Display with Analysis & Summary of What Program Learned:

| Reasoning: Problem-solving | | |
|-----------------------------------|---------------------|---|
| Criteria | LCCC Student | Business and Finance/ Accounting Major |
| Task Analysis | 3.02 | 3.24 |
| Application | 2.97 | 3.07 |
| Execution | 2.98 | 3.00 |
| Reflection | 3.05 | 3.17 |

Assessment levels were last collected and analyzed for the Spring 2017 semester. The courses used to collect data were FIN 2100 (Corporate Finance) for the AS Business and Finance program, and ACCT 2230 (Intermediate Accounting) for the AS Accounting program. There were four traits measured and analyzed; Task Analysis, Application, Execution, and Reflection. Business students performed at levels above the average LCCC student in all assessed categories.

The common course assessment used in FIN 2100 is a capital budgeting case study. This case study changes from semester to semester. Although students performed at levels higher than the average, faculty observed Spring 2017 students struggling within the area of task analysis. Students had a difficult time breaking the case-study down into identifiable processes, as they are accustomed to with traditional problem sets. Consequently, as the students struggled with task analysis, it impacted their ability to apply, execute, and ultimately reflect on the problem. The department will attempt to utilize more case studies throughout the program, in expectation of students becoming more competent in task analysis.

The Systems Understanding Aid is the common course assessment for ACCT 2230 and is Accounting simulation project required for articulation with the University of Wyoming. Currently, the longest-tenured accounting instructors at both the ACC and Cheyenne campuses were hired in Fall 2015, before which the Systems Understanding Aid was inconsistently assigned. Spring 2017 marked the first time students had these instructors throughout the Accounting program, and the instructors have been intentionally mapping program

curriculum during this time. The curriculum mapping will better serve future students in the development of Accounting competencies, and assessed problem-solving skills, needed upon graduation. Therefore, the changes in future scores should be more telling than reflected in current data.

Process Changes, Program Improvements, or Adjustments to this Plan:

FIN 2100 instructors are going to look for more case studies options to utilize in class, and the entire Business department is exploring the application of more case studies to better prepare students in task analysis and to improve assessed levels in all problem-solving areas. All accounting faculty will also be using the Systems Understanding Aid in the future.

Uploaded Documents for Plan Results and Improvements:

Linked Documents

There are no attachments.

Attached Files

There are no attachments.

Baseline Data Source:

No Data Sources have been added.

Reviewer Feedback:

Program Processes: Strategies to Develop Students' Learning

This section currently describes the program, but not the strategies that will be used to improve this learning competency. Please outline strategies.

In **Methods of Evaluating Student Performance**, you reference data collection from IMGT 2400, but in **Data Display...** you refer to FIN 2100 and ACCT 2230. Please clarify and consider alignment of these sections.

Program Response:

Done as requested. See plan above.