



Annual Assessment Report 2020-2021

BS Business Administration (Core)

BS BA Core

College of Business

CONTACT

Name of Program Assessment Lead Elif Ozkaya

Name of Person Completing Report Elif Ozkaya

DISCIPLINARY ACCREDITATION Yes

DEVELOPMENT AND DOCUMENTATION OF STUDENT LEARNING OUTCOMES

How were the program's SLOs developed? (select all that apply)

- ☐ Our disciplinary accrediting agency has recommended learning outcomes, so we used and/or modified them.
- ☐ We developed them as a program/department using our own knowledge and expertise of the field.

Other than the [CPP Catalog](#) and the [Office of Assessment and Program Review website](#), where else are your SLOs published? Select all that apply.

- Not currently published

ASSESSMENT ACTIVITIES IN 2020-2021

This section provides the opportunity for programs to share and discuss assessment activities conducted in **AY 2020-2021**. This includes data collection, rubric development, data analysis, discussion of findings, development or implementation of closing the loop improvement strategies, update of your assessment plan and/or curriculum matrix, etc.

How many total SLOs does your program assess according to your assessment plan?

- 5

How many SLOs did your program assess this past year in 2020-2021?

- My program did **not** engage in any assessment activity.

Please share the challenges that prevented the program from engaging in assessment or examining any student learning outcomes in AY 2020-2021.

AY 2020-2021 Continued to be a challenging year, with preparations to switch to CANVAS and remote learning.

Did you create/modify/discuss assessment broad procedures unrelated to specific SLOs (e.g., revamping all SLOs, update curriculum matrix or assessment plan, mechanism to collect student work, rubric, survey, etc.)?

No

IMPROVING THROUGH ASSESSMENT

The past academic year posed both challenges and opportunities. Please share any assessment discoveries (e.g., insights about assessment procedures, great achievements, etc.) regarding program assessment in 2020-2021 so that others may learn from your experiences.

Past year, the major change for the assessment activities was the change of the CAL. Acting as the new CAL, and to get started with the assessment activities I started to work on the AACSB accreditation process, read through the past assessment results and worked at the college level how assessment activities can be coordinated by the end of the accreditation cycle. All of these enlightened the planning for the program level assessments.

CPP's GI2025 goals focus on eliminating equity gaps. What plans do you already implement, or would implement to support the campus' diversity, equity, and inclusion (DEI) efforts? (e.g., planned or current disaggregation of assessment data by race/ethnicity, etc.)

Inclusive and equity-minded teaching is essential to create a conducive learning environment as well as give the students sense of belonging. Inclusive and equity-minded teaching strategies that our faculty have in place include having low-stakes and high-stakes assignments, implementing structure to the course, actively working towards creating a respectful and inclusive class environment by holding themselves and students accountable for respectful and courteous conversation, providing guidelines for the class communication, and creating a sense of belonging for all students using in-class activities. However, the assessment criteria for the inclusivity and equity further needs to be developed and piloted. This is the plan for the next semesters.

The most current assessment plan and curriculum matrix we have on file for your program may be found [here](#). To ensure we have the most updated assessment plan and curriculum matrix for your program, and for posting on our website, please upload the following documents:

Assessment Plan No

Curriculum Matrix No