

WRIGHT COLLEGE PROGRAM/DISCIPLINE ASSESSMENT FORM

Program/Discipline: Business		Instructional Manager:
Semester/Year: 2008	Assessment Coordinator: Fred Hernandez Email: fhernandez@ccc.edu	Department Chair: Paul Croitoru
Plan Title:		
Part A: Initial Plan: due first Friday of Fall semester classes		
Part B: Midyear Update: due first Friday of Spring semester classes		
Part C: Final Report: due first Friday of Summer semester classes		
The current submission is which of the following:		
<input type="checkbox"/> Initial Plan date: _____		<input type="checkbox"/> Revision date: _____
<input type="checkbox"/> Mid-year update date: _____		<input type="checkbox"/> Final Report date: _____

College Mission: Wright College is a learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.

Program/Discipline Mission: As stated in our Mission Statement, our goal is to serve the diverse needs of the seven segments that we have identified as our student population. To effectively service these diverse needs, we have designed a curriculum to achieve the following Student Learning Outcomes (per the College's Cross-Curricular Gen Ed Abilities):

A1. . Program/Discipline Assessment Plan - due first week Fall semester	
Area of Focus:	
Your department efforts are to improve learning in what topic/area?	<p>#1. Think and read critically so they can effectively solve business problems using appropriate information resources and reasoning.</p> <p>#2. Master business terminology which will enable them to read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and business sectors are met.</p> <p>#3. Demonstrate quantitative and technological literacy, especially computer literacy, in data collection and analysis, reasoning, and business problem-solving.</p> <p>#5. Understand and develop ethical values, life goals, and interpersonal skills that will prepare them for life-long learning, employability, and effective citizenship.</p>

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<p>Evidence:</p> <p>What past results have led your department to conclude that this is an area needing attention?</p>	<p>From analysis of C.A.A.P. test data.</p>
<p>Course(s) of Interest:</p> <p>What courses will be involved in your plan?</p>	<ul style="list-style-type: none"> • <u>Business 111 - Introduction to Business</u>. This is a required course for all Business Certificate and Degree Programs and is a prerequisite for several other Business courses. • <u>Business 182 - Managerial Accounting</u>. This is the second Accounting course Business students take and it is required for all Business Degree Programs.
<p>Intended Program Student Learning Outcomes</p> <p>List and number each outcome to be measured during this cycle.</p>	<p>As stated in our Mission Statement, our goal is to serve the diverse needs of the seven segments that we have identified as our student population. To effectively service these diverse needs, we have designed a curriculum to achieve the following Student Learning Outcomes (per the College's Cross-Curricular Gen Ed Abilities):</p> <p>#1. Think and read critically so they can effectively solve business problems using appropriate information resources and reasoning.</p> <p>#2. Master business terminology which will enable them to read, write, speak, and listen effectively so that the expectations of appropriate audiences in the academic, public, and business sectors are met.</p> <p>#3. Demonstrate quantitative and technological literacy, especially computer literacy, in data collection and analysis, reasoning, and business problem-solving.</p> <p>#5. Understand and develop ethical values, life goals, and interpersonal skills that will prepare them for life-long learning, employability, and effective citizenship.</p>
<p>Involved Faculty:</p> <p>List the instructor(s) leading the assessment process for each outcome listed above.</p>	<p>Van Feller</p>

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<p>Assessment Process</p> <p>Address the following questions:</p> <p>What approach will be used? Why was this process selected? How will student learning be measured? When will data collection be completed? Who will analyze the results?</p> <p>Criteria for Success</p> <p>For the outcomes listed above, identify the criteria used to determine success.</p>	<p>What: Assessment Method 1 - Completion of Business 111 Assessment Method 2 - Survey of Students in Business 111 Assessment Method 3 - Survey of Teachers of Business 111 Assessment Method 4 - Review of Business 111 Exit Exam</p> <p>Why: Certain questions were included in the survey to gauge the ability of students to use a spreadsheet program to perform calculations and analysis. Other question served to demonstrate students had gained a greater sensitivity to the role of ethics in business decision-making.</p> <p>How: End of Spring 2008</p> <p>When: Fall of 2008</p> <p>Who: Van Feller</p> <p><u>Assessment Method 1- Completion of Business 111</u> 80.8% of the students completing the course earned a grade of "C" or better. Student performance was higher than the 70% standard established by the Business Department.</p> <p><u>Assessment Method 2 - Survey of Students in Business 111</u> Questions 1, 2, and 3 on the Student Survey dealt with business ethics. Question 1: 94% of the students felt they had gained greater sensitivity to the role of ethics in business decision-making.</p> <p>Question 2: 95% of the students indicated that if they had to make difficult business decisions, they could make them ethically.</p> <p>Question 3: 92% of the students believed that the textbook's examples of corporate ethical behaviors provided real-life perspectives for applying ethics in business decision-making.</p> <p>These results are significantly higher than the standard of a majority of the students feeling they have a reasonable understanding of how to apply ethical standards in business decision-making.</p> <p><u>Assessment Method 3 - Survey of Teachers of Business 111</u> Instructors believed their students had the ability to apply ethical standards in making business decisions.</p>
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Assessment Method 4 - Review of Business 111 Exit Exam

76% of students correctly answered the ten questions that required recognition of business terminologies. Student performance was higher than the 70% standard established by the Business Department

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B. Midyear Update – due first week Spring semester

Completely describe all actions that have occurred since this past August with respect to your department's Assessment Plan.

Attach any relative documents (rubrics, surveys, other assessment tools).

I could not find the actual survey used at that time.

Are there any obstacles to the implementation of the plan that the Assessment Committee should know about or can assist with?

No

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Part C – due first week Summer semester

Summary of Results and Analysis of Data Collected

What were the results of the assessment process?

What was learned from the results?

Given the similarity between the above General Education Learning Outcomes and the four Student Learning Outcomes for the Business Department, the execution of our Assessment Plan also successfully addressed these four General Education Learning

Outcomes.

III. Which General Education Learning Outcome did your department address least successfully and what are you doing to improve in that area?

The Student Learning Outcomes for the Business Department do not include the following General Education Learning Outcome:

#4 Understand and appreciate diversity in gender, race, age, class, and culture as well as differences in physical abilities, in a global society.

Therefore, our Assessment Plan did not attempt to address General Education Learning Outcome #4 at this time.

Action Plan Based on Results and Analysis

Based on what was learned, what steps will be taken to improve student learning?

Since the majority of our Business courses do not directly deal with issues of diversity and physical abilities, the Department did not feel it was appropriate to include this as one of our Student Learning Outcomes. However, diversity and physical ability are issues discussed in the following four Business courses:

Business 214 - Legal and Social Environment of Business

Business 258 - Small Business

Business 269 - Principles of Management Business 271 - Human Resources Management

Diversity

In all Business courses instructors are asked to promote diversity via small group work or projects.

Technological Literacy

In the Student Survey in Business 182,87% of the students indicated they could list two or more types of calculations or analysis in Managerial Accounting that could be done using a spreadsheet program such as Microsoft Excel.