

**WRIGHT COLLEGE
PROGRAM/DISCIPLINE ASSESSMENT FORM**

Program/Discipline: Business

Instructional Manager: Kevin Li

Semester/Year: 2011

Assessment Coordinator: Fred Hernandez

Department Chair: Paul Croitoru

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Plan Title: Assessment Plan 2011

Part A:

Part B:

Part C:

The current submission is which of the following:

Initial Plan **date:** _____

Mid-year update **date:** _____

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.

Business Department Mission Statement:

The Business Department of Wilbur Wright College creates an environment of intellectual inquiry driven by the need to ground theory in practical application. Using the city of Chicago as well as the classroom to advance the knowledge and practice of multiple business concentrations, we serve students of diverse backgrounds, talents, and abilities by preparing them to engage knowledgeably and ethically in local and global business communities and offering opportunities to build leadership and networking skills through our clubs and social organizations. Our programs lead to Baccalaureate transfer, career enhancement and/or personal development.

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A. Initial Assessment Plan

Area of Focus:

Your department efforts are to improve learning in what topic/area?

Development of documents and timeline of deliverables for ACBSP program review.

Evidence:

What past results have led your department to conclude that this is an area needing attention?

Specialized accreditation adds value to; the department, the college and the community:

Student Benefits:

- Accreditation leads to more successful articulation of business credits.
- Accredited status provides the ability to host a chapter of Delta Mu Delta or Kappa Beta Delta honorary society, recognizing accomplishments of business students.
- Students who join these honorary societies can cite their special recognition when pursuing scholarships and writing resumes.

Institutional Benefits:

- Accreditation creates a process for continuous departmental improvement.
- Accreditation provides the impetus for identifying strengths and weaknesses.
- Accreditation promotes an outcomes assessment process linking goals, activities, and outcomes.
- The recognition of effective business units through accreditation contributes to a more positive review by regional accreditors, as specialized accreditation is a confirmation of quality programming in specific divisions.
- In some states accredited status counts heavily in performance-based funding.
- Accreditation activities are communicated to the Board of Trustees.
- Faculty at accredited institutions are provided opportunities to keep current in quality procedures through seminars such as Baldrige training.
- Accreditation provides professional development and leadership opportunities for faculty and administrators in development of outcome assessments and conducting site visits to other institutions.

Community Benefits:

- Accredited status provides recognition of the ability to serve community stakeholders.
- Accreditation creates the impetus for relevancy and currency of faculty, programs, and courses to best serve employers.
- External advisory committee members can transfer the accreditation process to their continuous improvement efforts.

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Course(s) of Interest: All courses in all programs.

What courses will be involved in your plan?

Intended Program Accrediting organizational standards.

Student Learning Outcomes (SLOs)

List each relevant SLO that this project pertains to.

Involved Faculty: All instructors in all programs.

List the instructor(s) participating in the assessment process for each outcome listed above.

Assessment/Intervention Process **What:** We will adhere to the ACBSP accreditation process.

Address the following questions:

Why: It is the ACBSP accreditation process.

What approach will be used?

How:

BUS 181 Financial Accounting: Students will complete the course Exit Exam with 82% of them with a passing grade equal to or greater than 50% success.

Why was this process selected?

BUS 182 Managerial Accounting: Students will complete the course Exit Exam with 88% of them with a passing grade equal to or greater than 50% success.

How will student learning be measured?

CIS-120 Introduction to Microcomputers: Students will complete modules in; Windows, Internet, Word, Excel Access and Power Point with 77% of them with a passing grade equal to or greater than 70% success.

When will data collection be completed?

When: The data reviewed in the creation of this document goes back 3 to 6 years depending on the specific iteration.

Who will analyze the results?

Who: Paul Croitoru

B. Midyear Update

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

Through the ACBSP reaccreditation process we learned of an opportunity for further improvement. The Business department is therefor involved in systematically deploying the assessment process across all programs. This process will include course-specific data that is linked to program outcomes. Additionally, the business department unit will be systematically deploying a process to track organizational performance results, including data that is linked to performance outcomes.

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

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

NO

Part C

Summary of Results and Analysis of Data Collected

What were the results of the assessment process?

The Business, CIS and CSFI programs received reaffirmation of accreditation.

What was learned from the results?

Action Plan Based on Results and Analysis

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

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