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I. Program Assessment Meetings

During the academic year, the department was unable to meet about the 2019-2020 Assessment Plan or Report as recommended in the 2019 Assessment Report. During email conversations that included all faculty and our adjunct we reviewed and approved teaching schedules, course/prerequisite modifications, new course additions, and new hospitality management minor curriculum and three new courses. The hospitality management minor fulfills one of the partnership agreements identified in the 2021 Wells College Strategic Plan, Goal #1 (Ensure that the Wells College educational experience offers unmatched value for career success, lifelong learning, and a brighter future for all.) and Objective 1.2 (Pursue partnerships/affiliations with Hobart and William Smith Colleges and the Inns of Aurora to establish/host a hospitality management program, including residential undergraduate and graduate degrees as well as consider non-degree credential programs). The minor program has the potential to attract future enrollment from local community colleges such as Cayuga Community College (which has a Culinary Arts two-year degree program starting this fall) and Tompkins Cortland Community College. In addition, the program has the potential to attract other new students, and students from across the College. Over the summer and in the Fall of 2021, faculty from the department will continue to work developing the new hospitality management major curriculum that will be submitted to the NYS Department of Education. Several faculty members participated in a taskforce to discuss a potential partnership/collaboration with Hobart William Smith Colleges (HWS) on a graduate program.

Data for the 2021 Assessment Report was gathered via email in May 2021, as has been done in the past. It is our goal to try to meet in the Fall of 2021 to discuss the 2021 Assessment Report and Plan.

The report that follows assesses the one measurable learning outcome associated with Program Goal 3 (use of technology in business). The Program Goal and Learning Outcomes are noted in Table 1 of the 2020-2021 Assessment Plan.

II. Closing the Loop

While the department did not meet specifically about the 2019 Assessment Plan and Report in the past two years, we reviewed our courses to ensure pre-requisites were in alignment with course and student needs. During the 2019-2020 academic year, our department met at least once in person and several times by email to discuss changes to the Business Major curriculum. In the 2019-2020 academic year, we reviewed and approved a new sustainable business minor, modified the business major curriculum, deleted BUS 368, modified the prerequisites for BUS

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365, added two new courses (Business Ethics and Marketing Analytics). For the business major curriculum changes, we updated the catalog description, added Math 111 as an "or" to the Math 151 requirement, removed WLLS 110 from the l list of requirements (as it is a general education requirement), and added ECON 326 (Energy Economics), ECON 233 (Economics of health and Medical Care), and Math 305 (Operations Research) to the list of electives. Students now are required to take 12 rather than 13 course requirements and have a choice of 5 rather than 4 course electives. Our department also reviewed and implemented curriculum changes during the 2020-2021 academic year. This included adding Bus 306 (Business Ethics) to the list of electives and a new course for the internship for the Sustainable Business Minor (that was part of the new minor curriculum approved in Spring 2020).

Marketing Analytics (BUS 307), which was taught in summer 2020 as an online course, did not meet the success criteria. This was due to the hands-on one-on-one lab time needed. We believe that this course will see improvement in the success criteria once it is offered as an in-person class. BUS 250 did not meet success criteria for the discussion post assignment. This was due in part to students not completing some or all of each posting assignment. The discussion post assignment is a good opportunity for students to practice writing skills and has provided an opportunity for all students to provide a thoughtful reflection rather than just hearing from the ones who are comfortable in class to share their thoughts. While BUS 402 met success criteria, several outline and draft written assignments were graded to provide qualitative and quantitative feedback for the students (not just graded to whether the assignment was completed or not).

The past two years we reviewed and revised a two-year teaching schedule to ensure that required courses were being taught regularly and electives rotated as we have done over the past two years. This schedule does not include some required courses like Economics or Math, as those courses are taught in separate departments. The schedule is meant to serve as a guide for students, faculty/advisors, and for the registrar/Center for Academic and Career Advising.

The 2019 report noted the possibility of creating a suggested course schedule to help students, faculty, and the Center for Academic and Career Advising understand the suggested sequence of courses to ensure student academic success. We would need both a four and two-year tool to accommodate traditional and transfer students. We have not yet discussed this objective, but will attempt to do so during the 2021-2022 year.

As noted previously, several business faculty members have been participating in a collaboration with HWS as they have been developing their application for a Master's Degree in Management. The program is currently just a HWS program, but offers a significant tuition discount for our students this first year and an opportunity for our students to live on Wells' campus. We have 2 (and possibly 3) planning to attend in Fall 2021.

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The 2019 Assessment Report noted that the Business faculty participated in an initiative to collaborate with Monroe Community College to create a degree completion program (with a major in business). NYSED is still in the process of reviewing the degree completion program. The review was on pause during the past year because of Covid-19, but NYSED has restarted its review process again.

As recommended in the 2018 Assessment Report and noted in the 2019 Assessment Report, we designed and implemented an exit survey for the Business Major seniors to supplement our data analysis. This survey was implemented in the Bus 402 class for Fall 2019 and 2020. Data from the surveys are in the Appendix A (Table SI-1). Ten students responded (five per class) out of a total of a total of 24 students (13 in Fall 2019 2020 and 11 in the Fall 2020). A majority of students agreed or strongly agreed that all program goals were met. A few students (3/10) noted that Program Goal #3 was either not met or were neutral. One noted that Program goals 2 and 4 was not met and two respondents felt ambivalent about whether or not Program Goal 5 was met. In the survey, students recommended classes to consider adding in the future such as event planning, real estate, management, advertising, communications, and writing. Students also suggested that more writing should be added to classes, create a panel/event to discuss different career options for students to explore, add concentrations like advertising or marketing, and have more collaborations with the Sustainability Center. The students also noted that they liked how the department professors have real world experience. While we cannot offer concentrations because of NYSED, we have discussed creating internal specializations to focus student course work. The specialization discussion did not occur during the 2020-2021 year, but hopefully we can address this topic in 2021-2022 year. This past year our department offered tutorial courses (1 credit) for the first-time during J-term; one on careers and another on improving pitch skills. The suggestion in the exit survey about a careers event and courses on event planning aligns well with the new J-term courses and development of the new hospitality management minor.

III. Examination of data collected for this year's targeted learning outcomes

III.a. Assessment of Program Goal 3

Table 1 below presents data from key assignments, projects, presentations, and papers for classes associated with Program Goal 3 (use of technology). In Table 1, we report data for 9 classes for Outcome 3.1.1 (develop clear, effective reading, writing and presentation skills, and use of technology to solve problems) and 8 classes for Outcome 3.1.2 (understand how to use the technology to make most efficient and timely decisions). Rubrics provided for this assessment by faculty are noted at the end of the report in Appendix B.

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Table 1: Data Evaluating Program Goal 3- Use of Technology

Program Goal	Learning Outcome	Class	Semester/ Year	Type of assignment	Assessment Data			Meet Success Criteria?	Notes
					= > A	= > B	= > C		
3	3.1.1 3.1.2	Bus 201	Fall 2020	Discussion Leader	53%	59%	0%	Yes at B or higher	A few students didn't complete but this is a good first step before the final presentation assignment.
3	3.1.1 3.1.2	Bus 201	Fall 2020	Final Presentation	65%	88%	0%	Yes at B or higher	One student did not participate. See an increase in percent of students achieving a B or higher on assignment from the discussion leader assignment
3	3.1.1 3.1.2	Bus 201	Fall 2020	Tests- average	47%	88%	94%	Yes at B or higher	This is an average of two tests, we dropped the lowest of three grades.53%
3	3.1.1 3.1.2	Bus 230	Fall 2020	Research paper (online)	75%	80%	85%	Yes at B or higher	Based on an online research (independent study included)
3	3.1.1 3.1.2	BUS 307	Summer 2020	Midterm and final projects	50%	0%	0%	No	Based on Microsoft Excel and PowerPoint (Only four students registered and two completed).
3	3.1.1 3.1.2	BUS 201	Spring 2021	Research paper and final project	89%	100%	0%	Yes- at B or higher	Based on an online research (independent study included)
3	3.1.1 3.1.2	BUS 202	Spring 2021	Research paper and final project	60%	70%	75%	Yes- C or higher	Based on an online research (independent study included)
3	3.1.1	Bus 250	Spring 2021	Discussion Posts	43%	0%	0%	No	This was the average of 5 discussion posts-some students didn't complete or partially completed the assignment.
3	3.1.1 3.1.2	Bus 250	Spring 2021	Group presentation	100%	0%	0%	Yes - A or higher	Students are comfortable with their oral presentation stills

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Program Goal	Learning Outcome	Class	Semester/ Year	Type of assignment	Assessment Data			Meet Success Criteria?	Notes
					= > A	= > B	= > C		
3	3.1.1	Bus 250	Spring 2021	Midterm written individual assignment	71%	29%	0%	Yes- A or higher	This class performed consistently between the midterm and final written assignment. This is an increase from last report
3	3.1.1	Bus 250	Spring 2021	Final Written assignment	71%	29%	0%	Yes- A or higher	This class performed consistently between the midterm and final written assignment. Success criteria improved from last report
3	3.1.1	Bus 303	Fall 2020	Quiz 2	22%	55%	80%	Yes at C or higher	Low grade: 60, High grade: 98, Average grade: 81
3	3.1.1	Bus 303	Fall 2020	Midterm Exam	33%	65%	89%	Yes at C or higher	Low grade: 65, High grade: 98, Average grade: 83
3	3.1.1	Bus 303	Fall 2020	Pitch Process Assignment	33%	78%	100%	Yes at B or higher	Low Grade: 75, High Grade 98, Average grade: 86
3	3.1.2	BUS 303	Fall 2020	Video recording software and tutorial assignment	When verbally asked in class, 33% needed assistance with the use of technology with the video recording software; All students successfully completed the tutorial, indicated they were comfortable using the software and successfully completed the assignment.			N/A	Technology was discussed and demonstrated in the course and was subsequently used by students throughout the course in researching and preparation of assignments, papers and oral presentations but technology use was not specifically assessed.
3	3.1.1	Bus 305	Spring 2021	Midterm Exam	30%	58%	65%	No	Low grade: 55, High grade: 96, Average grade: 83
3	3.1.1	Bus 305	Spring 2021	Quiz 2 (Ch 7)	15%	44%	65%	No	Low grade:55, High grade: 100, Average grade: 76
3	3.1.1	Bus 305	Spring 2021	Case Study Analysis & Presentation	15%	65%	100%	Yes at C or higher	Low grade: 75, High grade: 95, Ave. grade: 85

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Program Goal	Learning Outcome	Class	Semester/ Year	Type of assignment	Assessment Data			Meet Success Criteria?	Notes
					= > A	= > B	= > C		
3	3.1.1 3.1.2	Bus 402	Fall 2020	Final poster presentation	100%	0%	0%	Yes at A or higher	Students are very comfortable with their oral presentation skills. Success criteria improved from last report
3	3.1.1	Bus 402	Fall 2020	Draft 1	22%	67%	78%	Yes at C or higher	This is an early draft assignment to show how the iterations help students progress in their writing and research skills. A few students didn't hand in the assignment.
3	3.1.1 3.1.2	Bus 402	Fall 2020	Final written paper	44%	100%	0%	Yes at B or higher	While the success criteria improved from the last report, many struggled at first with finding appropriate data sources and synthesizing literature/data. It took several iterations and individual time with the instructor to hone their writing and research skills.

Based on the data in Table 1, we have generally met the success goals for most of our classes offered in 2020-2021 for the two Learning Outcomes associated with Program Goal #3. Five assignments met the success criteria at C or greater, six assignments met the success criteria at B or higher and four assignments met the success criteria at the A or higher level. This is an improvement from the 2018-2019 report, as we have more consistent data inputs for the report and a finer level of detail. As noted in the closing the loop section, three class assignments assessed (BUS 250, BUS 305, and BUS 307) did not meet the minimum success criteria of C or higher. Even though many of the courses have met the success criteria, faculty indicate from some courses assessed and even the students in the exit survey that focusing on writing and presentation skills important. For BUS 307, this was a course taught for the first time during an online summer session. The faculty noted that an in-person lab rather than online experience required because of the pandemic would helped improve student success. For BUS 305, two

assignments that did not meet the success criteria did have an overall average of a C+ or B. The instructor noted that based on the review of the written assignments and observations during the oral portion of the assignments, it appears that students have adequately developed presentation skills. For BUS 250, while this assignment did not meet the success criteria, however, as noted previously, it is an important opportunity for students to practice writing skills and enables all members of the class to participate in a thoughtful discussion rather than just hearing from the same class mates who are most comfortable speaking in class. The instructor may plan to keep this type of assignment in classes in the post-pandemic teaching environment for these reasons.

An example of how multiple assignments were used indirectly to help students improve their writing skills and achieve success with Outcome 3.1.1 over the semester is shown in Bus 402. While all students passed the final paper or project, it took considerable effort with weekly, one on one meetings with students to ensure that their final products were sufficient. Several struggled with synthesizing articles and finding appropriate sources of data. However, the individual grading of outline and draft writing assignments (rather than just noting the assignment was complete or not) provided both qualitative and quantitative feedback to the students. Subsequently, in BUS 402, the students met the success criteria at C or higher for the Draft 1 assignment, but then met the success criteria for the B or higher level for the final paper/project assignment.

In BUS 305, students noted that they enjoyed the debating experience. Beginning in week 3, chapter discussions were led by student volunteers. The instructor introduced case studies and analysis and guest speakers that included, a business owner, attorneys, and an arbitrator/mediator. The students indicated they were able to learn the key concepts better as a result of case analysis and discussion with guest speakers. The guest speakers were virtual due to the COVID-19 pandemic. In addition, student led discussion & debate was found to be beneficial by the students.

One student in BUS 305 noted that they may consider applying to law school after graduating from Wells, but they had no interest in law before taking the course. Another student remarked that they have no interest in law but the course enlightened her as to the importance of a broad understanding of business law in order to know when the business or an employee should contact a lawyer. These comments align with senior exit survey comments about learning about other careers and will be discussed in a future department meeting. Students comments on BUS 303 and 305 are located in the Appendix C.

For Learning Outcome 3.1.2, several courses found that students achieved success with understanding how to use the technology to make most efficient and timely decisions. Technology was discussed and demonstrated in Bus 303 and was subsequently used by students

throughout the course in researching and preparation of assignments, papers and oral presentations but technology use was not specifically assessed in the course. However this was not specifically assessed with an assignment. The instructor asked students if they required assistance with the use of technology. Three students, representing 33% of the class, requested assistance with the video recording software. Students brought their laptops to class and we subsequently dedicated 30 minutes during class time to review the setup and operation of the video software. All students successfully completed the tutorial, indicated they were comfortable using the software and successfully completed the assignment. In response to student suggestions, a short video was viewed by the class at the introduction of key lessons in BUS 303. Students stated that the subsequent discussion aided in their understanding of each lesson and provided context. The faculty noted for Learning Objective 3.1.2 in BUS 303, they devoted more class time to technology use and decision-making skill development during the semester than in the past. They will explore the addition of a means of assessment for this objective for the 2021-2011 year. In BUS 250, we normally have assignments in which students learn and use 3D modeling design software and then print part of their final projects on 3D printers. Because of the uncertainty associated with the pandemic, the instructor decided to leave this part of the curriculum out this year. This will be added back in the future.

For BUS 402 the instructor focused on enhancing awareness of library technical resources and reviewing how to conduct research so students can better prepare assignments, papers and oral presentations. While students demonstrated an understanding of the use of technology relative to the work and assignments that they submitted, finding appropriate data sources remains a challenge. This is an ongoing skill that the instructor will work on and find ways to assess in the future. Student challenges may have been related in some part to the newness of their paper topics, which focused on the impacts of the pandemic. For BUS 307, learning outcome 3.1.2. should see improvement with an in-person laboratory to review the software being used in class.

IV. Program Changes for the Upcoming Year

While the Business Major generally appears to meet the success criteria for Program Goal #3, the faculty will meet in the Fall of 2021 to introduce a reliable data-driven approach that can be used to satisfy the reporting part of the Assessment process. This will include type of data, source, analysis, and supporting the report. Our department will continue to ensure that all course syllabi include Student Learning Outcomes associated with the Program Goals. We will also work as a department to review Tables 1 and 2 in the 2020-2021 Assessment Plan as needed. Specifically, we will strive to identify ways to modify course syllabi and rubrics to help our students continue to improve on their writing and oral presentation skills (Outcome 3.1.1). We expect to continue to see improvement over the next couple of years with Wells College's writing curriculum for first year students. Additional time in courses will be spent on Outcome 3.1.2 for relevant courses and we will identify rubrics/assignments to assess this outcome specifically. To ensure

clear communication for advising, we will start to discuss a sample two- and four-year course schedule for the students and identify a suggested course sequence. While some introductory or 200 level courses have no prerequisites, it still would be helpful for students to review a suggested sequence of courses before attending advising appointments. Not only will this guidance help ensure student academic success in courses, it could have a positive impact on retention. We will also continue to review our courses to ensure we have appropriate pre-requisites. In creating the two-year teaching schedule, we identified potential opportunities to create new courses or modify existing ones to meet the changing needs of our students such as BUS 306 and BUS 307. Finally, we will also continue to explore establishing a mechanism to obtain post measurement data from the Center for Academic and Career Advising to evaluate future Program Goals and Outcomes.

Finally, the 2019 Assessment Report received the following feedback from the Education Program Committee (EPC):

> *This program shows the use and meaningfulness of the data results by that of the outcomes for Learning Goals #3 and #5 being analyzed across the curriculum. Data was clearly organized in the chart with general feedback for each course provided in the notes section. No changes could be made at the time of the report because of data which was still to be collected. Could there be multiple benchmarks within the semester for data collection? Also, could the outcomes of a goal broaden to more than just one singular course? Finding a connection through the student experience in the program from first year to senior year.*

Our department plans to meet and work with the EPC to better understand how to respond effectively to their feedback for future Assessment Reports and Plans. The feedback from the 2019-2020 Assessment Report gave our department a "3" out of "3" for all categories except "Previous Changes to Academic Program or Assessment Plan" and "Analysis of Results," which received a grade of "2" out of "3".

V. Action Plan for the Upcoming Year

While we are aware that Program Goal 3 is important to work on, as noted in our 2021 Assessment Plan, the Business faculty will start to assess Program Goal #1 by collecting data from key assignments, tests, and projects from classes listed in Table 1 in the Business Assessment Plan. Using feedback from EPC, we hope to meet during the year to discuss data collection, identify any program changes, and develop an action plan for the upcoming year.

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APPENDIX A- Senior Exit Survey Data in BUS 402

Table SI-1: Number of student responses to questions in the survey taken in BUS 402 in 2019 and 2020 on indicating strongly they agree or disagree with how effectively the business major met each program goal.

	Do not Strongly Agree - 1	2	Neither Agree or Disagree - 3	4	Strongly Agree - 5
Program Goal 1	0	0	0	5	5
Program Goal 2	0	1	0	5	4
Program Goal 3	0	1	2	5	2
Program Goal 4	0	1	0	6	3
Program Goal 5	0	0	2	6	2

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APPENDIX B: RUBRICS

Rubrics- Research Papers (common rubric) for Fall BUS 201, BUS 202, AND BUS 230

	Does not meet expectations	Needs improvement	Proficient	Excellent
Content Knowledge & Structure	5 (2.08333%) Fails to apply course materials and outside research and misses many of the relevant concepts, theories, or issues, and may address irrelevant or misguided knowledge.	15 (6.25%) Addresses some of the relevant concepts, theories and issues and may inconsistently apply or not fully cover content knowledge.	30 (12.50%) Offers some logical ordering and understanding of course materials and outside research in response and addresses most of the relevant concepts, theories, and issues.	40 (16.66666%) Applies course materials and outside research with logical order to ideas with no gaps in information by completely addressing concepts, theories, and material issues.
Critical Thinking	5 (2.08333%) Fails to provide sufficient critical thinking and analysis, or merely states response without explanation.	15 (6.25%) Discusses few topics critically or with full analysis, omitting relevant nuance or context.	30 (12.50%) Offers some critical thinking and interpretation of the materials but may miss nuance or context.	40 (16.66666%) Demonstrates substantial critical thinking about topics and solid interpretation of materials and reflection.
Clarity & Effective Communication	5 (2.08333%) Fails to offer evidence or understanding without any logical structure.	15 (6.25%) Provides issues without evidence or understanding, or without any logical structure.	30 (12.50%) Discusses some evidence and understanding and may lack logical structure.	40 (16.66666%) Presents material and understanding with logical and well-supported evidence and understanding.
Integration of Knowledge & Articles	5 (2.08333%) Fails to integrate or apply knowledge into overall presentation or may plagiarize in response.	15 (6.25%) Lacks or provides inconsistent knowledge or concepts into thesis or response and may provide rote recitation.	30 (12.50%) Applies good application of themes and concepts into thesis and responses.	40 (16.66666%) Fully integrates and incorporates various themes and concepts into overall thesis and presentation.

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Presentation	5 (2.08333%) Fails to organize response coherently with multiple paragraphs and may include run- on sentences or general lack of organization.	15 (6.25%) Lacks either section headings or topic sentences and may include run- on sentences and/or paragraphs	30 (12.50%) Organizes responses with some section headings and multiple paragraphs to explain concepts.	40 (16.66666%) Presents responses with strong topic sentences and section headings
Writing Mechanics	5 (2.08333%) Writes with multiple spelling or grammatical errors and/or does not properly cite sources.	15 (6.25%) Writes to be understandable with some spelling or grammatical errors with some proper citations, which may include some errors.	30 (12.50%) Writes clearly to be easily understood with minimal spelling or grammatical errors and properly cites sources.	40 (16.66666%) Writes clearly and concisely to be easily understood with few, if any, spelling or grammatical errors, and properly cites sources thoroughly.

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Bus 307 Marketing Analytics Rubric

	Does not meet	**Needs improvement**	**Proficient**	**Excellent**
Describe	Below 65% Provides incomplete, unclear, or inaccurate description of the variables and the computation process	65%-75% Provides some complete, clear, or accurate description of the variables and the computation process	76%-89% Provides complete, clear, or accurate description of the variables and the computation process	90% and above Provides fully complete, clear, or accurate description of the variables and the computation process
Analyze	Does not relate the structure, context, and the function to compute	Somewhat relate the structure, context, and the function to compute	Relate the structure, context, and the function to compute	Provides a clear relationship among the structure, context, and the function to compute
Interprete	Interpretation of the outcome in relation to the context provided is poor	Interpretation of the outcome in relation to the context provided is somewhat appropriate	Interpretation of the outcome in relation to the context provided is good	Interpretation of the outcome in relation to the context provided is excellent
Evaluate	Use of personal judgement to provide a quantitative solution is poor	Use of personal judgement to provide a quantitative solution is somewhat acceptable	Use of personal judgement to provide a quantitative solution is good	Use of personal judgement to provide a quantitative solution is excellent

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BUS 201 Presentation Rubric - Fall 2020

	4	3	2	1	Total
Quality of research- 25%	Conducted thorough research with at least 5 or more sources. Has more than expected evidence and information to answer questions. Sources include materials from class and outside of class found on own	Conducted solid research with 3 or more sources. Has appropriate supportive evidence and information. Sources include some materials from class and/or outside of class found on own	Conducted sufficient research with at least 1 source. Has some supportive evidence and information but there are gaps.. Sources may include materials from class - but no outside sources	Conduct less than sufficient research and not able to support findings	
Ability to communicate information- presentation/speaking - 10%	Team goes beyond expectations with presentation skills	Team speaks clearly and does not rely on notes for the most part	Team sufficiently communicates but sometimes relies on notes or reads the slides	Less than sufficient speaking skills	
Ability to communicate information- slides 10%	Slides are excellent at communicating information. The slides are very creative, clear, and have no mistakes	Slides do a good job communicating information. Slides are creative, somewhat clear, but there is an occasional mistake	Slides somewhat communicate information clearly and correctly, but there are gaps and major errors	Less than sufficient communication of information	
Analysis and Evaluation of Issues/Problems 25%	Demonstrates very clear understanding of the issues, crises/problems being explored	Demonstrates good command of the problems and issues, etc.	Sufficient evaluation and understanding of the problem	Less than sufficient evaluation and understanding of the problems	
Connection to concepts in the readings- 25%	Makes appropriate and powerful connections between identified issues/ problems and concepts found in readings, lectures; case studies, etc. At least three	Makes mostly appropriate connections between identified issues/problems and concepts studied in readings, lectures; case studies, etc. At least 2	Makes limited or vague connections between issues identified and the concepts studied in the readings At least 1	Less than sufficient or no connection to concepts in the course	
References 5%	Cites all sources consistently	Cites most sources of information.	Limited citations	No citations	

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BUS 250 Midterm Written Assignment Rubric (and assignment)

The goal of this midterm assignment is to evaluate your understanding of the design thinking, creative problem solving by CEF, and innovation theories. Please answer the following questions (with full sentences). You can write three short answers or write one essay. Please use intext citations and end references. I expect you to integrate the readings/videos from class.

1) Please identify and explain the two problem solving processes we have discussed in class: design thinking and creative problem solving. Explain the concepts and each stage in your own words. Then apply to stages/concepts to any of the challenges we did in class. For example, how did you gain empathy and clarify the problem? What problems or perspectives did you identify and how do those problems/perspectives connect back to your empathy findings? You are welcome to include additional problem statements beyond what was created during group time. Make sure to give examples from your interviews, research, and group work during class. Make sure to address each step (even if we haven't done them yet). Discuss all stages, even though we have not yet done them- like who will you need to test your solutions with and what criteria you will use to evaluate the solution's effectiveness? 40%

2) Innovation - what does innovation mean? What are the sources of innovation, how do consumers adopt innovation. Thinking of the seven sources of innovation, give an example of an innovative company and a product/service they developed and what sources of innovation you think contributed to the development/success of the company and its product/service? 25%

3) What is the difference between disruptive and incremental innovation? what can a business do to manage disruption? Make sure to explain and give an example - could be from the reading. 25%

4) Personal Reflection - what lessons have you learned from the problem solving methodologies and its applications so far? What do you like about the methodologies and what are you struggling with? How has this class helped you improve the way you solve challenges? 10%

Citations using APA style are required- particularly for concepts/ideas/data that is not your own thought. If you are having a problem with figuring out how to cite something (video), just do your best. The evaluation of your midterm is also based on how completely you answered each question, the quality of information/research provided, your ability to integrate the concepts/reading/videos from class, and overall grammar. Points will be taken off if you have too many grammatical errors and/or fail to include intext citations and end references. I expect you to use at least three readings/podcast/videos for Q1 and integrate at least one of the readings for the remaining questions (Q2-4).

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BUS 250 Final Paper Assignment Rubric:

	5	3-4	2	1
Completeness of Assignment 25%	Student has fulfilled paper assignment requirements and more	Student has sufficiently fulfilled the assignment requirements	Student has fulfilled some assignment requirements to a limited extent	Student has not adequately fulfilled assignment requirements
Integration and understanding of Knowledge and Concepts - 30%	The paper demonstrates that the student fully understands and has applied concepts learned in the course. Concepts are integrated into the writer's own insights.	The paper demonstrates that the student, for the most part, understands and has applied concepts learned in the course.	The paper demonstrates that the author, to a limited extent, understands and has applied concepts learned in the course.	The paper does not demonstrate that the student has fully understood and applied concepts learned in the course.
Clarity of writing - 25%	Paper is written clearly. Thoughts are very cohesive and understandable to the reader	Paper is adequately written and shows some clarity. Sufficient cohesion of thoughts	Writing is limited in terms of clarity and cohesiveness	Paper is not written well and thoughts are not cohesive
Spelling and grammar - 10%	No spelling and/or grammar mistakes.	Minimal spelling and/or grammar mistakes.	Noticeable spelling & grammar mistakes.	Unacceptable number of spelling and/or grammar mistakes.
Sources and other information - 10%	Excellent use of references and data from class work- also draw upon images from class work/interviews	Sufficient use of references and data from class work May some images from class work/interviews	LImited use of references, data from class work, and images from class work/interviews	Inadequate use of references, data from class work, and images from class work/interviews

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BUS 402 Draft Paper and Final Paper Rubrics

Rubric topic and weighting	90-100	80-89	79 or less	Points
Analysis and Understanding of the problem(s) 30%	Presents an insightful and thorough analysis of all identified issues/problems; Identifies and demonstrates a sophisticated understanding of the main issues/concepts in the case study.	Presents a thorough analysis of most of the issues identified; Missing some evidence and/or examples	Presents a superficial or incomplete analysis of some of the identified issues;	
Integration with business curriculum 15%	Identifies and demonstrates an excellent understanding of concepts presented in the business curriculum and and integrates with the research question; Makes appropriate and powerful connections	Identifies and demonstrates an understanding of concepts presented in the business curriculum and provides some integration with the research question. Makes some connections but there are missed opportunities to connect to the coursework	Displays limited understanding and connection of concepts in the business curriculum Makes limited or vague connections between Identified	
Writing Mechanics and Formatting Guidelines 15%	Demonstrates clarity, conciseness and correctness; formatting is appropriate and writing is free of grammar and spelling Errors. Research question is clear	Occasional grammar or spelling errors, but still a clear presentation of ideas; lacks organization. Research Question is mostly clear	Writing is unfocused, rambling, or contains serious errors; poorly organized and does not follow specified Guidelines. It is not clear what your research question is	

Completeness 30%	Follow all requirements above and beyond what is stated for each part of the paper	Follow most of requirements and only follow certain minimum amounts stated for each part of the paper	Paper is not complete and does not follow the minimal requirements	
Creativity 10%	Paper provides more than required graphics/charts and provides a creative insight on a problem and/or creative solution to a problem.	Paper includes a minimal amount of graphics/charts and provides a limited creative insight on the problems and solutions being discussed..	Paper includes limited to no graphics/figures and limited creative approach to problem solving	
Total				

Points may be taken off for not citing correctly or following the requirements of themimnun amount.

BUS 402 Final Poster Presentation Rubric:

	4	3	2	1	Score:
Content of research or business plan	Fully described the purpose of their study, their research (or business plan), the data, and results.	Content and support for research (or business plan) is satisfactory.	Content and support for research (or business plan) is adequate with limited support for research or business plan.	Research (or business plan) content is less than adequate.	
Poster visual appeal and clarity	Poster is visually appealing, easy to read, Uses appropriate creativity with graphics/images, fonts, headings, colors, and white space. No grammatical errors	Adequate visual appeal with some images/graphics, but could improve effectiveness through better use of space, font sizes, colors, headings, white space etc. May have some grammatical issues	Poster was acceptable, but needs work to improve better utilization of fonts, colors, headings, white space, etc. Has several grammatical issues	Not visually effective or appealing and has serious grammatical issues	
Student knowledge of topic	Demonstrates full grasp of the topic	Comfortable with the material	Limited knowledge of the subject/data.	Not appear to have a handle on the data or topic.	
Student communication	Demonstrates ease at answering questions. Speaks clearly and professionally	Answers most questions. Speaks clearly most of the time	Limited ability to answer questions or communicate about the subject/data.	Not an effective communicator	

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Appendix C: Student Comments on BUS 303 and 305

Comments from Students for BUS 303

- Brainstorming sessions were incorporated into the course again this semester. Student feedback was positive. Students indicated that the brainstorming and peer input significantly broadened their views and understanding of problem identification and solution development.
- In response to student suggestions, a short video was viewed by the class at the introduction of key lessons. Students stated that the subsequent discussion aided in their understanding of each lesson and provided context.
- "I developed the qualitative interview skill during assignment 4. This skill will apply in the future and in my career. I will now know how to identify problems early adopters are looking to solve, which will give me a higher chance of being successful."
- "I learned presentation preparation and presentation skill when preparing the process pitch presentation. Even though the pitch material differs between the process pitch and a traditional business pitch, the skill I developed is transferable and valuable."
- "I developed time management skills right away at the start of the course when we had to get a lot of assignments done each week for developing our ideas. I can apply time management in many ways in the future whether it be for schoolwork or my future job."
- "I developed strategic thinking and analysis skills once we had to start thinking of a product or service idea. Strategic thinking is another skill that can be used in many different ways in the future. You can use it for future projects in school or at a job, or even when there are personal problems, you could use strategic thinking to think of a solution."
- "I developed networking skills this skill after I came up with a product or service idea and then had to advertise it. I learned how to create a website and design it the way I wanted as well as creating a Instagram Business account. I can use this skill in the future for other projects or depending on my future career, I may have to use this skill there as well."
- Developed interviewing skills "When we interviewed adopters about the problem and find out their emotions. I now am more comfortable doing such and will be more prepared with follow ups."

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Comments from Students about BUS 305:

Students were expecting a lecture based course. Beginning in week 3, chapter discussions were led by student volunteers. The instructor introduced case studies and analysis and guest speakers that included, a business owner, attorneys, and an arbitrator/mediator. The students indicated they were able to learn the key concepts better as a result of case analysis and discussion with guest speakers. The guest speakers were virtual due to the COVID-19 pandemic. In addition, student led discussion & debate was found to be beneficial by the students.

One student stated that they may consider applying to law school after graduating from Wells but they had no interest in law before taking the course. Another student remarked that they have no interest in law but the course enlightened her as to the importance of a broad understanding of business law in order to know when the business or an employee should contact a lawyer.

"I knew nothing about business law before taking this class. I never understood court cases or the laws that courts used to back up their reasoning. When we first learned about negligence, I was confused, but now that I know more about it, everything clicked at once and I now understand the reasoning for the court's ruling on cases and what evidence backs their decision up".

"This class resonated with me in so many different ways over the course of the semester. It was a great change of pace for me. At times it was by far the most challenging course I have taken over my three year career here at Wells. However it is also the class I have probably learned the most in. This is not just based on the information and the coursework that I have learned in this class. With a dynamic and the structure in which the course is presented to us as students. We are given an opportunity to not only be in the information needed to do well and have success in the class, but also the knowledge to understand business law outside of just the information."

"It was not only the most challenging experience I had in a class, but actually became debatably my favorite experience that I have encountered as a business student at Wells."

"I benefited from student-led discussions most during this course. Interacting with the other students and discussing based on their opinions and observations made the material more engaging and I understood it better. Having the student-led discussions pushed me to do the reading so I could participate and share my opinions on the topics talked about."

"Before taking "The Legal Environment of Business", I was not educated about the laws to the extent of this class. Since majority of topics are focused on the legalities of court cases, torts, criminal cases, and disputes, I was lost at first. Being a health science major, I took a large jump enrolling into a three-hundred level business course. Although I had previous business course experience, I was not fully prepared for what this class had in store. We used various methods of

explaining chapters throughout the semester such as class discussion, acting out court cases, student led discussions, and professor led discussions. In the aspect of class discussion, I felt that hearing other classmates' opinions and perspectives gave me the opportunity to take a step back from personal opinions and perspectives and look at the topic from a different point of view. Relative to the acting out of court cases, I feel like this personally developed my confidence in speaking on legal terms as well as increasing my ability to retain the specific laws. I was very nervous during class to speak out and sound like I do not understand what was going, so most of the classroom discussions I stayed quiet. Students supported each other and helped others to understand their perspective of the laws and cases. As the semester progressed, I became more comfortable in sharing my opinion and experiences with the class.

"The textbook readings and case studies truly helped me understand the topics. I was able to learn how to distinguish and identify discrimination from a justified termination of the employment contract."

"Another topic that I had no previous knowledge of, and found extremely interesting is tort law."

"Although this was not directly due to the structure, or information that I learned during this class, I have learned so much about not only myself but about where my career could go. When I talked to you and mentioned that I wanted to tell you about something I learned about myself during this class, I was so excited when you gave me the opportunity to explain something that you didn't know about me."