

Annual Assessment Plan and Report

Business Major- May 2016 (Revised)

I. Mission Statement- Business Major Program

The goal of Wells College for Business Major is to provide students with thorough knowledge necessary for mastery of successful business and managerial skills and responsibilities supported with a strong liberal arts curriculum combined with opportunities for experiential learning; to engage them in the development and empowerment of the local/global business and larger social community; and, to encourage exemplary individual and corporate moral and ethical behavior.

II. Program Goals

The goals of business major program are to enhance students' professional ability, exhibit exemplary moral and ethical behavior and engage them in their own communities. At the completion of this program:

Goal 01: Knowledge based business education.

Goal 02: Craft pragmatic, timely, and most efficient solutions for business contexts.

Goal 03: Use of technology in business.

Goal 04: Possess qualifying knowledge and skills to pursue higher education in graduate schools or to enter a business career.

Goal 05: Being conscious about business ethics social responsibility.

Goal 06: Possess a global business perspective.

III. Learning Objectives

Objective 1.1: Students will be knowledgeable about the major concepts and constructs in the field of business, be able to connect theory and empirical research, and understand the impact of historical, societal, and cultural trends on the development of the field.

Objective 2.1: Employers and industry professionals would be satisfied with the graduates' professional competence and performance.

Objective 3.1: Students will be able to synthesize information from various sources to defend an argument.

Objective 4.1: Graduates will be able to apply qualitative and quantitative research methods.

Objective 5.1: Graduates will be conscious about being ethical and socially responsible when making business decisions.

Objective 6.1: Graduates will apply global business perspectives to strategize local businesses.

IV. Measurable Learning Outcomes

Outcome 1.1.1: Students will demonstrate skills and abilities to set realistic personal and professional goals.

Outcome 1.1.2: Show proficiency in obtaining, organizing, analyzing and categorizing information to draw valid conclusions.

Outcome 2.1.1: Develop the skills to efficiently achieve organizational goals integrating the functional areas of business for economic opportunities.

Outcome 2.1.2: Demonstrate ability to make informed decisions, fulfill professional commitments and meet obligations of community (locally and globally).

Outcome 3.1.1: Develop clear, effective reading, writing and presentation skills, and use of technology to solve problems.

Outcome 3.1.2: Understand how to use the technology to make most efficient and timely decisions.

Outcome 4.1.1: Understand how to develop constructive and meaningful inputs for business discussions.

Outcome 4.1.2: Demonstrate the capacity of change within society and to take steps to modify those within capabilities through constructive discussions.

Outcome 5.1.1: Perform an understanding of business ethics and social responsibility when making business decisions at all levels (corporate, business, and operational) in organizations.

Outcome 5.1.2: Apply the understanding of business ethics and social responsibility when making sustainable investments as entrepreneurs regardless of the size of the organization.

Outcome 6.1.1: To develop an understanding of the global business environment and its influence and impact on the local businesses.

Outcome 6.1.2: Demonstrate an ability to customize the local strategies in line with global business trends.

V. Means of Assessment of Outcomes

Faculty of the Business Major will meet every semester to review collected data and its analysis thus far to make recommendations. The findings of the survey will be shared with all major stakeholders of the college such as: adjunct faculty, the dean of the college, and EPC. The purpose of this review is to recommend changes for the various business course offerings. Any recommendation of changes to course content, scheduling, sequencing, prerequisites, delivery methods, faculty/staff assignments and advisements will follow a plan for implementation of the recommended changes.

The faculty, after reviewing the collected data and the processes used to collect it, may decide to alter the assessment plan. Changes may be made to any component of the plan, including the outcomes and assessment measures, or any other aspect of the plan. The changes will be approved by the faculty Business and Entrepreneurship major. The modified assessment plan will be shared with the EPC.

Major Field Tests (ETS) are used to measure student academic achievement and the educational outcomes of the business program. This test provides assessment of students' professional level in the business program, business field, and national comparative data. Tests are designed to measure knowledge of concepts and principles in the field of business, generally and more specifically the following:

- a) Measure students' academic achievement in a multidisciplinary subject matter representative of business education;
- b) Provide feedback to students regarding their level of achievement;

- c) Provide information to faculties regarding achievement of their students;
- d) Provide information to facilitate development of program goals and accountability of business programs.

Assessment of the program outcomes is a vital aspect in managing overall efficiency of the assessment plan. The overall assessment is student centered, and therefore, assessment of the program outcomes will be conducted through various means as outlined below.

1. Senior Student Exit Survey

An annual student survey will be administered with the senior students in spring semester of the year in realization of the need to evaluate the business program beyond the ongoing Semester Student Course Evaluation Program. The Feedback Survey would provide the initial outcomes assessment for the new initiative.

2. Student Evaluation of Course Instruction

Every business student enrolled in a business course is invited to participate in the Student Evaluation of Course Instruction. This will be administered every semester using the existing form in class room setting.

3. Other Course Related Measurements

There will be other course related parameters used to measure the effectiveness of overall business program outcomes as outlined below;

- a) Exams, quizzes, weekly assignments, projects which demonstrate integration of quantitative and qualitative, analytical and critical thinking.
- b) Term papers, essays, analysis papers, and position papers demonstrate scholarly knowledge and research capabilities.
- c) Class room presentations, discussions, debates, and case analysis demonstrate pragmatic application of key business theories and concepts in real world scenarios.
- d) Business internships demonstrate the ability to assess the theories grasped in class in relation to actual business practices.
- e) Senior Thesis Project: All senior business students conduct an independent project under the guidance of business faculty demonstrating quantitative and qualitative research skills

either crafting an academic paper or pragmatic business project (marketing plan for a company, or investigation into a specific business area such as Customer Life Time Value).

4. Post Measurement

Post measurement is also a critical exercise in maintaining the level of quality of the assessment outcomes. Therefore, Business Major will keep regular contact with the department of admissions, experiential leaning center, and alumni in order to feed information in order to map about the placements for graduate schools and employments.

Table 1: Means of Assessment of Outcomes

Goal	Objective	Outcome	Measurement	Measurement Tool	Data Location	Course
1	1.1	1.1.1	Assignments, course projects, examinations, and field tests	Rubrics, internal and external test	Faculty folders and government institutions	Bus111 Bus 201 Bus 202 Bus 303 Bus 310 Bus 220 Bus 253 Bus 350 Bus 360
		1.1.2	Assignments, case studies, course projects, examinations, and field tests	Rubrics, tests, quizzes, presentations, and internal/external tests	Faculty folders and government institutions	Bus111 Bus 201 Bus 202 Bus 213 Bus 214 Bus 303 Bus 310 Bus 220 Bus 253 Bus 350 Bus 360
2	2.1	2.1.1	Assignments, course projects, examinations, and internships	Rubrics, tests, quizzes, and presentations	Faculty folders	Bus 100 Bus 213 Bus 201 Bus 202 Bus 230 Bus 305 Bus 310 Bus 302 Bus 368
		2.1.2	Assignments, course projects,	Rubrics, tests, internship	Faculty folders and	Bus 111 Bus 201

			examinations, and internships	report, and presentations	experiential learning	Bus 202 Bus 213 Bus 305 Bus 303 Bus 304 Bus 310 Bus 230 Bus 290/390 Bus 402
3	3.1	3.1.1	Assignments, course projects, and examinations	Rubrics, tests, and presentations	Faculty folders	Bus 100 Bus 111 Bus 213 Bus 201 Bus 202 Bus 230 Bus 305 Bus 303 Bus 360 Bus 368 Bus 310
		3.1.2	Assignments and course projects	Rubrics	Faculty folders	Bus 111 Bus 231 Bus 310 Bus 253 Bus 201 Bus 202 Bus 350 Bus 303 Bus 304 Bus 250 Bus 402
4	4.1	4.1.1	Assignments, course projects, and case studies	Rubrics and presentations	Faculty folders	Bus 111 Bus 214 Bus 201 Bus 250 Bus 303 Bus 304 Bus 310 Bus 350 Bus 360 Bus 368 Bus 402

		4.1.2	Assignments, course projects, examinations, and case studies	Rubrics and tests	Faculty folders	Bus 111 Bus 214 Bus 201 Bus 250 Bus 253 Bus 303 Bus 304 Bus 310 Bus 350 Bus 360 Bus 368 Bus 402
5	5.1	5.1.1	Assignments, course projects, examinations, and case studies	Rubrics and tests	Faculty folders	Bus 100 Bus 201 Bus202 Bus 203 Bus 213 Bus 214 Bus 220 Bus 250 Bus 253 Bus 305 Bus 310
		5.1.2	Assignments, course projects, examinations, and case studies	Rubrics and tests	Faculty folders	Bus 100 Bus 201 Bus202 Bus 203 Bus 213 Bus 214 Bus 220 Bus 250 Bus 253 Bus 305 Bus 310
6	6.1	6.1.1	Assignments, course projects, examinations, and case studies	Rubrics and tests	Faculty folders	Bus 100 Bus 201 Bus 202 Bus 203 Bus 220 Bus 253 Bus 302 Bus 303 Bus 350 Bus 360

		6.1.2	Assignments, course projects, and case studies	Rubrics and tests	Faculty folders	Bus 100 Bus 201 Bus 202 Bus 203 Bus 220 Bus 253 Bus 302 Bus 303 Bus 350 Bus 360
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VI. How Assessment Data Will Be Used

Reporting the results of the outcome of the assessment initiative are important to understand the degree of quality input of the business major. However, the results are limited to students' responses from the senior exit survey, data from experiential learning center, and semester evaluations. Report of the entire process, which includes review and modifications made to learning objectives, topics, assessment instruments throughout the process will be compiled containing recommendations for course and programs improvements. Business major will reiterate the entire process of the same course and/or program objectives to ensure effectiveness of changes.

ANNUAL ASSESSMENT REPORT

1. Program Assessment Meeting

Faculty of the Business Major will meet every spring semester to review collected data and its analysis thus far to make recommendations. 2016 the following meetings were held in developing the assessment report with discussions held in areas such as course evaluations, pedagogical designs, field test, senior exit surveys, and course rotations.

- February 29th 2016 - Prof.McCabe and Prof.Dhameeth
- March 11th 2016 - Prof.Dhameeth and Prof. Wansor
- March 28th 2016 - Dr.Miles, Prof.Gagnon, and Prof. Dhameeth
- Some details were discussed with Prof. Ryann and Prof. Price via email.
- April 21st 2016 – Dr.Miles and Prof.Dhameeth finalizing the senior exit survey outcomes

2. Closing the Loop

2016 assessment plan being the first ever plan designed for the business major, it intends to use the outcome of the 2016 plan to provide a discussion on the closing loop in the following year's assessment report.

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

Senior Student Exit Survey

Based on the senior student exit survey conducted, the following areas were identified to use as the foundation for the following year's assessment plan. These key areas as follows;

- a) Internal and external internship opportunities to business major students
- b) Emphasize on business ethics and sustainable investments
- c) Provide feedback on academic performance
- d) Increase the level of technology used in classes
- e) Emphasize on global perspectives

Student Evaluation of Course Instructions

Evidence based on question number 31 of the course evaluation form, suggest that on an average over 75% of student who took business courses would recommend to another student. Evidence based on advising satisfaction fall 2016 report suggest that students are satisfied with program advising. The average satisfaction level of students indicated was five on a scale from 1 being highly disagree to 5 being highly agree.

Post Measurements

According to the report provided in February of 2016 by the Director for the Experience Learning Center, there have been 14 individualized business major students' recordings reported in total. Out of which, 8 have been able to secure employments after their graduation, 5 have been able to obtain admission to graduate schools, and 1 has been able to start an own small business. There have been no records reported of any business students who had taken GRE or other exams.

4. Program Changes for Upcoming Year

Based on the above perspectives unveiled, business major will adapt the following changes in the 2017 Assessment Plan.

- a) Designing a structure to introduce internship opportunities to business major students internally and externally to gain intense practical understanding of class learning
- b) Include and emphasize on business ethics and sustainable investments in all business courses
- c) Design a structure to provide feedback on students' academic performance in all classes. This could be in terms of one-on-one meetings or electronic means
- d) To increase the level of technology used in classes (use of Prezi, Power Point, Word, Moodle, online research, and Excel)
- e) To emphasize on global perspectives in some of the selected classes such as Marketing, Human Resources, Entrepreneurship, Social Entrepreneurship, Innovation, Management for Small Planet, and Principles of Management.

5. Action Plan Upcoming year

The following action plan is set to implement as a part of the continuous improvement exercise of the business program quality in 2017.

- a) Sharing the findings of the 2016 assessment results with the business faculty – May 2016
- b) Modifying the curriculum in the areas discussed under the above section (program changes) – Summer 2016
- c) Implement the modified curricula – Fall 2016
- d) Faculty discussion to feed in outcomes for the 2017 assessment report – Spring 2017.