

Annual Assessment Plan and Report

Business Major- May 2016

I. Executive Summary

Student learning outcomes must be assessed in order to determine accomplishments of the business program goals as well as delivery effectiveness. Based on the comments and suggestions made by the EPC on the proposed plan previously submitted, this document serves as revised plan and a report for the year 2016. Therefore, this document outlines the components of the assessment plan (mission statement, program introduction, assessment overview, assessment process, program goals, students' learning outcomes, assessment implementation, method of data analysis for recommendations, and assessment outcomes) and schedule of assessment activities to be implemented.

II. 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.

III. Program Introduction

The centerpiece of the academic program is the College's pragmatic based model, where students work methodically every semester to increase their understanding of the business world, by formulating a course related project or analysis of most current business cases. These programs also recognize that business is a dynamic field and, as such, the Business Major is dedicated to updating its curriculum in consistent with changes in industry and the mission of Wells College. This pedagogical design aims to provide students with the necessary skills to perform in the business world. Further, these programs seek to prepare students for entry-level opportunities in the field of business and graduate level education in business. The Business Major has also adopted a set of learning goal/outcomes. These learning goals are those qualities that students are expected

to achieve upon completion of the respective programs. The outcomes are those variables that measure the effectiveness of the program goals and student learning.

IV. Assessment Overview

The Assessment Plan for the Business Major serves to employ and fulfill the mission of Wells College providing a supporting framework in achieving Strategic Plan. Additionally, the Business Major will seek to satisfy the government institutions that overarch overall directions for standards pertaining to assessment of student learning. The Business and Entrepreneurship major adopts a four-step planning process; (1) Define clear goals, (2) Implementation of strategies to achieve stated goals, (3) Assessment of the achievement of the stated goals, (4) Use of results and data from assessment to inform curricula updates/revisions.

V. Assessment Process

This document defines the expected student learning outcomes for undergraduate business programs and outlines a plan for assessing the achievement of the stated outcomes. The Business Major Assessment strategy is to first assess student learning in their respective dimension courses and then assess if the course is achieving: (1) purpose goals, (2) program goals and ultimately (3) College goals.

The development of the outcomes is proposed to have an involvement of the faculty of Business Major in consultation with Program Chair, Director for the Center, and the Dean of the College.

The assessment of student learning will entail the following major steps:

- a) Understanding of faculty on the objectives and scope
- b) Identification of methods and frequency of assessment
- c) Identification of dimensions of courses to be assessed
- d) Identification of rubrics and other related tools to be used in assessment
- e) Data analysis, and recommendations to make curricular and program goals changes

VI. Program Goals, Objectives, and Outcomes of Business Major

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.

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.

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

Measurement: Assignments, course projects, examinations, and field tests.

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

Measurement: Assignments, case studies, course projects, examinations, and field tests.

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

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

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

Measurement: Assignments, course projects, examinations, and internships.

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

Measurement: Assignments, course projects, examinations, and internships.

Goal 03: Use of technology in business.

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

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

Measurement: Assignments, course projects, and examinations.

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

Measurement: Assignments and course projects.

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

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

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

Measurement: Assignments, course projects, and case studies.

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

Measurement: Assignments, course projects, examinations, and case studies.

Goal 05: Being conscious about business ethics social responsibility.

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

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.

Measurement: Assignments, course projects, examinations, and case studies.

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.

Measurement: Assignments, course projects, examinations, and case studies.

Goal 06: Possess a global business perspective.

Objective 1: Graduates will apply global business perspectives to strategize local businesses.

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

Measurement: Assignments, course projects, examinations, and case studies.

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

Measurement: Assignments, course projects, and case studies.

Assessment Implementation & Analysis for Program Improvement

General Implementation Strategy:

There are four major phases of the learning outcome assessment process:

(1) Learning Objectives Review:

A review of the learning objectives found in the syllabi will be conducted to determine the measurability of the objectives and, if not, corrections would be documented to proceed further.

(2) Assessment/Instruments:

A review of the assessment instruments (grading rubrics, assignment rubrics, project rubrics, sample high-end answers, and other similar instruments) to determine that they are reflective of program and course goals and provide data for curriculum enhancement.

(3) Analysis of Data and Presentation of Findings:

An annual senior exit survey procedure to be administered in order to collect data from students and present findings on how effective was the learning as inferred by an analysis of the assessment instruments.

(4) Reporting:

Report on 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.

(5) Reiterate Assessment:

Reiterate the entire process of the same course and/or program objectives to ensure effectiveness of changes.

VII. Method of Data Analysis and Formulation of Recommendations for Program Improvement

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.

VIII. Modification of the Assessment Plan

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.

IX. Measure Description:

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.

X. Assessment of Outcomes (Measurement Strategies)

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.

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, examinations, and internships | Rubrics, tests, internship report, and presentations | Faculty folders and experiential learning | Bus 111 Bus 201 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 |

XI. Results

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.

ANNUAL ASSESSMENT REPORT

1. The Annual Assessment Meeting

Faculty of the Business Major will meet every semester to review collected data and its analysis thus far to make recommendations. 2016 the following meetings were held in developing the assessment report.

- 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. Examination of Assessment Data

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 scales 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.

3. Program Changes

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.

4. Action Plan for the 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.