Annual Assessment Plan and Report

Business Major- May 2018

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

Goal 01: Knowledge based business education - in line with College Student Learning Goal (CSLG)-05

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

Goal 03: Use of technology in business – CSLG-01

Goal 04: Possess qualifying knowledge and skills to pursue higher education in graduate schools

or to enter a business career- CSLG- 06

Goal 05: Being conscious of business ethics and social responsibility- CSLG- 03
Goal 06: Possess a global business perspective – CSLG- 06

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 of 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 the ability to make informed decisions, fulfill professional commitments and meet obligations of the 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 to the various business course offerings. Any recommendation for changes to course content, scheduling, sequencing, prerequisites, delivery methods, faculty/staff assignments and advisements will follow a plan for implementation of the recommended changes.

After reviewing the collected data and the processes used to collect it, the faculty may decide to alter the assessment plan as necessary. Changes may be made to any component of the plan, including the outcomes and assessment measures, or any other aspect of the plan. The faculty of the Business Major will approve the changes. 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 an 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 the achievement of their students;

d) Provide information to facilitate the development of program goals and accountability of business programs.

Assessment of the program outcomes is a vital aspect of managing the 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 the spring semester of the year in the 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 evaluation will be administered every semester using the existing form in a 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 the 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 the 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 about 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 to feed information 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

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 the 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. In the spring of 2018, the meeting in developing the assessment report was done virtually to discuss the data collected in areas such as course evaluations, pedagogical designs, and senior comprehensive exam. The faculty (Prof. Wansor, Prof. Ryann, Dr.Miles, and Prof.Dhameeth) contributed in collecting data for the final tabulation for the Annual Assessment Report.

2. Examination of data collected for 2017-2018

The focus of the 2017-2018 Annual Assessment Plan was on the following Business Major Program Goals;

Goal 03: Use of technology in business in line with college student learning goal number 01

Goal 05: Being conscious of business ethics and social responsibilities in line with college student learning goal number 03

Goal 06: Possess a global business perspective in line with college student learning goal number 06

Business Major Faculty was asked to analyze the invidual courses they teach to capture descriptive data (maximum, minimum, and average) that will be helpful in determining the overall impact of the methods used to meet the student learning goals. As a result, Bus 250 Innovation, and Creative Problem Solving, Bus 303 Entrepreneurship and Small Business, Bus 203 Social Entrepreneurship, Bus 305 Legal Environment for Business, Bus 100 Principles of Business, Bus 204 Business Analytics, Bus 202 Principles of Marketing, Bus 231 Principles of Project Management, and Bus 402 Business Senior Thesis were analyzed. The tabulated data for each program goal (3,5, and 6) is presented below.

Table 01: Descriptive Data (Min, Ave, and Max) for Program Goal 03 Assessment

Program Goal	Year_Sem	Course	Assignment Type	Min:grade	Ave:grade	Max:grade
3	n/a	Bus 203	assignment 1	0	82	98
3	n/a	Bus 203	assignment4	0	84	100
3	n/a	Bus 203	pitch assign	55	77	98
3	n/a	Bus 203	oral present	60	82	95
3	n/a	Bus 303	qiz 1	73	80	94
3	n/a	Bus 303	qiz 3	70	81	96
3	n/a	Bus 303	Mid-term	78	82	95
3	n/a	Bus 303	canvas assign	77	85	95
3	n/a	Bus 305	test 1	68	74	89
3	n/a	Bus 305	quiz 2	60	81	96
3	n/a	Bus 305	project presentation	75	85	96
3	17f	Bus 100	individual present	75	85	100
3	17f	Bus 201	final project present	50	90	100
3	17f	Bus 204	challenge project	86	89	97

Program Goal	Year_Sem	Course	Assignment Type	Min: grade	Ave: grade	Max:grade
3	17f	Bus 204	final project present	100	100	100
3	18s	Bus 201	final project present	39	78	100
3	18s	Bus 202	final project present	70	93	100
3	18s	Bus 202	Mid-term	53	80	100
3	18s	Bus 402	marketing- q3	76	87	95
3	n/a	Bus 231	homework assig	14	84	98
3	n/a	Bus 231	final presentations	89	92	96
	Average			**60**	**84**	**97**

Based on the above table (Table 01), the data suggest that the mean value in meeting student learning goals based on the students' grades reported is 84, while the lowest and the highest being 60 and 97 respectively. With a mean value of the average grades reported, it is apparent that business program has been able to meet the students learning goal 03 significantly.

Table 02: Descriptive Data (Min, Ave, and Max) for Program Goal 05 Assessment

Program Goal	Year_Sem	Course	Assignment Type	Min: grade	Ave: grade	Max:grade
5	17f	Bus 250	reading	0	87	100
5	18s	Bus 250	reading	0	81	100
5	17f	Bus 250	final presentations	93	95	100
5	18s	Bus 250	final presentations	86	91	95
5	n/a	Bus 203	assignment 1	0	82	98
5	n/a	Bus 203	assignment 2	65	80	98
5	n/a	Bus 203	assignment 3	0	81	95
5	n/a	Bus 203	assignment 4	0	84	100
5	n/a	Bus 203	pitch assign	55	77	98
5	n/a	Bus 203	oral present	60	82	95
5	n/a	Bus 203	Final paper	70	85	98
5	n/a	Bus 305	test 2	61	84	96
5	n/a	Bus 305	quiz 4	65	82	98
5	n/a	Bus 305	oral present	75	86	95
5	n/a	Bus 305	final paper	78	86	98
5	17f	Bus 100	key themes	80	88	98
5	17f	Bus 201	quiz 5	75	88	100
5	18s	Bus 201	quiz 5	40	83	100
5	18s	Bus 402	accounting-q1	81	89	95
5	18s	Bus 402	legal - q2	90	94	98
5	18s	Bus 402	legal - q3	90	95	98
	Average			**55**	**86**	**98**

Based on the above table (Table 02), the data suggest that the mean value in meeting student learning goals based on the students' grades reported is 86, while the lowest and the highest being 55 and 98 respectively. With a mean value of the average grades reported, it is apparent that business program has been able to meet the students learning goal 05 significantly.

Table 03: Descriptive Data (Min, Ave, and Max) for Program Goal 06 Assessment

Program Goal	Year_Sem	Course	Assignment Type	Min:grade	Ave:grade	Max:grade
6	n/a	Bus 203	discussion paper	62	81	95
6	n/a	Bus 303	discussion	70	84	94
6	n/a	Bus 303	final presentations	78	84	95
6	17f	Bus 100	reflection paper	70	87	98
6	17f	Bus 201	quiz 4	75	85	100
6	18s	Bus 201	quiz 4	50	95	100
6	18s	Bus 402	management - q2	89	93	95
6	18s	Bus 402	marketing- q1	82	89	96
	Average			**72**	**87**	**97**

Based on the above table (Table 03), the data suggest that the mean value in meeting student learning goals based on the students' grades reported is 87, while the lowest and the highest being 72 and 97 respectively. With a mean value of the average grades reported, it is apparent that business program has been able to meet the students learning goal 06 significantly.

Table 04: Overall Performance for Business Program Goals 03, 05, and 06

Program Goal	Year_Sem	Course	Assignment Type	Min:grade	Ave:grade	Max:grade
5	17f	Bus 250	reading	0	87	100
5	18s	Bus 250	reading	0	81	100
5	17f	Bus 250	final presentations	93	95	100
5	18s	Bus 250	final presentations	86	91	95
3	n/a	Bus 203	assignment 1	0	82	98
3	n/a	Bus 203	assignment4	0	84	100
3	n/a	Bus 203	pitch assign	55	77	98
3	n/a	Bus 203	oral present	60	82	95
5	n/a	Bus 203	assignment 1	0	82	98
5	n/a	Bus 203	assignment 2	65	80	98
5	n/a	Bus 203	assignment 3	0	81	95
5	n/a	Bus 203	assignment 4	0	84	100
5	n/a	Bus 203	pitch assign	55	77	98
5	n/a	Bus 203	oral present	60	82	95
5	n/a	Bus 203	Final paper	70	85	98

6	n/a	Bus 203	discussion paper	62	81	95
3	n/a	Bus 303	qiz 1	73	80	94
3	n/a	Bus 303	qiz 3	70	81	96
3	n/a	Bus 303	Mid-term	78	82	95
3	n/a	Bus 303	canvas assign	77	85	95
6	n/a	Bus 303	discussion	70	84	94
6	n/a	Bus 303	final presentations	78	84	95
3	n/a	Bus 305	test 1	68	74	89
3	n/a	Bus 305	quiz 2	60	81	96
3	n/a	Bus 305	project presentation	75	85	96
5	n/a	Bus 305	test 2	61	84	96
5	n/a	Bus 305	quiz 4	65	82	98
5	n/a	Bus 305	oral present	75	86	95
5	n/a	Bus 305	final paper	78	86	98
3	17f	Bus 100	individual present	75	85	100
5	17f	Bus 100	key themes	80	88	98
6	17f	Bus 100	reflection paper	70	87	98
6	17f	Bus 201	quiz 4	75	85	100
5	17f	Bus 201	quiz 5	75	88	100
3	17f	Bus 201	final project present	50	90	100
3	17f	Bus 204	challenge project	86	89	97
3	17f	Bus 204	final project present	100	100	100
6	18s	Bus 201	quiz 4	50	95	100
5	18s	Bus 201	quiz 5	40	83	100
3	18s	Bus 201	final project present	39	78	100
3-6	18s	Bus 202	final project present	70	93	100
3	18s	Bus 202	Mid-term	53	80	100
5	18s	Bus 402	accounting-q1	81	89	95
6	18s	Bus 402	management - q2	89	93	95
6	18s	Bus 402	marketing- q1	82	89	96
3	18s	Bus 402	marketing- q3	76	87	95
5	18s	Bus 402	legal - q2	90	94	98
5	18s	Bus 402	legal - q3	90	95	98
3	n/a	Bus 231	homework assig	14	84	98
3	n/a	Bus 231	final presentations	89	92	96
	Average			**60**	**85**	**97**

Based on the above overall performance for the business program golas 03,05, and 06 table (see Table 04), the total number of assessment types used is 50. There had been ten (10) business courses assessed for the assessment report in the year of 2017-2018. Bus 100 course assessed all the goals considered (goal 03,05, and 06) for the year 2017-2018 with a total of 03 assignment types used to assess. The reported mean values for minimum, avearge, and maximim are 75, 87,

and 99. The following values for other courses considered during the same year are also presented below; Bus 201 course assessed all the goals considered (goal 03,05, and 06) with a total of 06 assignment types used to assess. The reported mean values for minimum, avearge, and maximim are 55, 87, and 100, Bus 202 course assessed goals 03 and 06 with a total of 02 assignment types used to assess. The reported mean values for minimum, avearge, and maximim are 62, 87, and 100, Bus 203 course assessed all the goals considered (goal 03,05, and 06) with a total of 12 assignment types used to assess. The reported mean values for minimum, avearge, and maximim are 36, 81, and 97, Bus 204 course assessed only goal 03 with a total of 02 assignment types used to assess. The reported mean values for minimum, avearge, and maximim are 93, 95, and 99, Bus 231 course assessed only goal 03 with a total of 02 assignment types used to assess. The reported mean values for minimum, avearge, and maximim are 52, 88, and 97, Bus 250 course assessed only goal 05 with a total of 04 assignment types used to assess. The reported mean values for minimum, avearge, and maximim are 45, 89, and 99, Bus 303 course assessed two goals (03 and 06) with a total of 06 assignment types used to assess. The reported mean values for minimum, avearge, and maximim are 74, 83, and 95, Bus 305 course assessed two goals (03 and 05) with a total of 07 assignment types used to assess. The reported mean values for minimum, avearge, and maximim are 69, 83, and 95, finally, Bus 402 course assessed all the goals considered (goal 03,05, and 06) with a total of 06 assignment types used to assess. The reported mean values for minimum, avearge, and maximim are 85, 91, and 96.

Based on the above table 04, the mean value of avaeareg meeting overall student learning goals 03, 05, and 06 based on the students' grades reported is 85, while the lowest and the highest being 60 and 97 respectively. With a mean value of the average grades reported, it is apparent that business program has been able to meet the students learning goals 03,05, and 06 significantly. Some of the reasons reported for lower bound (60) mean value depicted in the above table are due to a few students not completing the coursework and the pedagogy that was designed for certain courses. However, certain faculty noted that they consider introducing a revision to their course syllabi. Therefore, this will be taken into consideration in the following annual assessment plan.

In support of the above-provided data, some of the rubrics used are provided below;

BUS 201- PRINCIPLES OF MANAGEMENT
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Final Assessment

Fall 2017
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Course:	BUS 201- Principles of Management
Professor:	Dr. Dhameeth, G.
Length of the presentation:	10 Minutes Per Student
Type of Project	Individual Project
Percentage of the final grade given:	30% of the cumulative final grades
Written report and Presentations:	Should be submitted via Moodle before 10.30 am on 15/12/2017. Presentations will on November 15- 20 during class meeting time, and Monday, December 11 (2-5 pm), 2017

OVERALL ASSIGNMENT OBJECTIVES & REQUIREMENTS:

The overall objective of the assignment is to assess students' ability to demonstrate research, analytical, synthesize, and presentation skills of formulating business solutions based on the concepts presented. This needs the application of relevant theory discussed in the class in analyzing the business situation.

ASIGNEMNT EXPECTATIONS

1. Written report MUST be submitted BEFORE 10.30am, on December 12, 2017 via Moodle. Late submissions will <u>NOT</u> be accepted and <u>graded zero</u>.
2. Presentations should be conducted using Power Point.
   a. Each student will have 10 minutes presentation time and 5 minutes questions and answers session (defense).
   b. Students are encouraged to wear suitable attire for a business presentation.
   c. 30% for individual presentations and 70% is allocated for a written report from the total 30% from the cumulative final grade.

SCHEDULED DATES FOR INDIVIDUAL PRESENTATIONS
Students will be assigned for presentations based on the alphabetical order in the attendance sheet.

SUGGESTED ASSIGNMENT STRUCTURE- written report (APA Style):

1.   Cover page

Student's name, examination and the semester, the name of the college, and the name of the course, instructor, and date to present.

2.   Abstract

Students are expected to write a brief introduction under this heading describing the purpose of the entire project expectations, the approach used, and key theories used in analyzing and presenting the context specific solutions.

3.   Analysis

Perform a literature review for the following key concepts: **Boston Consulting Group** (BCG Matrix), **Porter's Five Forces**, **Ansoff Matrix**, and **SWOT analysis**. Provide minimum five references for each concept from credible scholarly journals. References drawn from the following will not be accepted – Google, Wikipedia, Ask.Com, or similar sources.

Students are expected a critique on the analysis of all the key concepts surveyed along with their relative application value and drawbacks **(gap analysis)**. Additionally, you are expected to provide an analysis of the company you surveyed based on the parameters provided in the final project brief.

4.   Key issues captured when applied in the organization selected

In this section, students are expected to provide a detailed discussion on how the company you selected applies the key concepts surveyed.

5.   Recommendation

Recommend the company you selected how best to utilize the key concepts surveyed above to enhance the efficiency of their planning process.

6.   Conclusion
References

Appendices

The format of the Project is the following:

- The report should be prepared as a neatly typed **Word document** (Times New Roman 12 points), with double spacing and page numbering, and should be uploaded via Moodle.
- The report expected to consist of **minimum 1,500 words.** (**Excluding** cover page, tables or inserts, introduction and conclusions).

- **Every student must clearly write his/her name** on the cover page of the paper. The student's individual work will be assessed and constitute **30%** of his/her individual presentations; the other **70%** is a balanced assessment of the written report. The total final exam mark will constitute **30%** of the student's final course assessment.
- The title page should include the name of the course, the title of the project, the students' full names, the instructor's name and the date. The table of contents should include all the headings with appropriate page numbers, including the Bibliography and the Appendices.
- **Tables or work/data taken from other sources** may be included in an appendix, and full **bibliography and reference** must be reported (including visited websites) in the APA style.

REFERENCE AND BIBLIOGRAPHY

Literature citations and bibliography are required for all uses of the course textbooks and other sourced materials in the report. The purpose of an accurate citation is to allow readers access to the materials upon which the students draw.

A minimum of FIVE references should be made **for each concept**. Literature citations should be made in a uniform style and follow the APA Style.

SOURCES

Students are encouraged to use scholarly articles.

GENERAL MARKING CRITERIA (Rubric)

	Excellent work: 70%	**Above satisfactory work:** **60% - 69% =**	**Satisfactory:** **50 - 59%**	**Below satisfactory work: 40% - 49% =**	**Failure:** **Below 40%**

Relevance 30%	Excellent knowledge and understanding of the material and an imaginative sense of its relevance across a range of issues, and context or policy situation; excellent use of course material and other relevant information to support the argument	Very good use of course material and other information; well-chosen to support arguments relevant to question	Competent use of course materials and other information to support most arguments	Some use of appropriate course materials and experience to support arguments; capacity to identify relevance, but may be rather narrowly focused and miss out important areas	Little or no sign of relevance
Content **30%**	Independent and creative, and demonstrates clear thinking; ability to analyze and critically evaluate material	Good knowledge and understanding of the material, across a broad spectrum, combined with an ability to evaluate, analyse and reflect on key issues	Reasonable knowledge of the material and ability to draw upon more than one source for ideas; uses key themes well.	Adequate understanding and use of course and other relevant material; mostly descriptive, but with some grasp of key course themes and issues and a capacity to discuss these in context	Very limited knowledge and understanding and the issues involved

Depth **30%**	A sensitive awareness of conflicting arguments and ideas and their provenance. A clear grasp of implications.	Well organized use of most of the major points with an ability to draw upon them creatively and critically; awareness of conflicting arguments and ideas and attempt to address them in context	Capacity to grapple with conflicting arguments and ideas; beginning to draw together and synthesize ideas and perspectives from a range of theory	Some attempt to address the conflicting arguments and ideas from the course, some signs of an attempt to take an evaluative, analytical and critical stance; some appropriate use of concepts, but with only limited evidence of independent thinking	Lack of awareness of conflicting arguments and ideas
Structure **10%**	Excellent organization of material; clear, logical flow of argument; good sign-posting throughout	Good, clear framework and reasoned argument with evidence of careful thought	Sensible use of major points integrated into the answer; the logical flow of ideas is apparent	The framework is apparent with an introduction, argument, and conclusion, but the logical flow and coherence is not always consistent and may be difficult to follow	Little or no evidence of planned structure and organization

BUS 202 Principles of Marketing – Spring 2018

Final Group Project Assessment Criteria (Presentation 30%)

Group and Names	Presentation Mechanics (10%)	Content (60%)	Individual (30%)
	Opening: - Thesis Closing: - Closing remarks Change over: Body Language: - Voice - Position (center or skewed) - Eye contact Engagement with audience: - Questions asked - Connections to audience - Cross connections Defense: - Defending questions from the audience - Confidence - Factual explanation - Connecting to theory discussed in class - Detailing the answer	Introduction: - Thesis Country Background: - Economic metrics (GDP, GNP, GNI, population, per capita, growth rates, interest rates, inflation, literacy rate, trade balance, and etc.) - Socio-culture (language, religion, values, traditions, beliefs, classes, norms, myths, and etc.) - Political (ideology, international relationships, stability, degree of sovereignty) - Legal (system, regulations on specific industries) - Technology (internet user rate, use of technology, computer user penetration, telephone and cell phones usage, and other advance technology used)	Defense: - Question handling

		- Infrastructure (road systems, bridges, transportation systems) Literature review: - Core arguments of articles surveyed - Relationship of each argument to assignment - How each argument from the literature survey support the crux of the main paper Findings: - Key findings - Significance of the findings (today and future) Conclusion: - Take home	

Bus 304 (204- current) Business Analytics

Final Project: Fall 2017

Analyzing IMDB Movie Data Set

Project Instructions:

This project is focused on wrangling and analyzing data using pivot tables and complex formulas.

This project uses data that was scraped from IMDB websites. The original data set was downloaded early 2017 from: https://www.kaggle.com/deepmatrix/imdb-5000-movie-dataset (Links to an external site.)Links to an external site..

Download the dataset for this project here: movie_metadata.csv and load the file into Excel to get started. Remember, the submission must be in .xlsx format (Excel).

Part A Wrangle:

1. Scroll to "Movie_IMDB_Link" Column in the dataset. That column contains a URL string that we want to extract a specific variable from. Specifically, we want to extract a specific range of characters (letters and numbers) that looks like "tt0499549" from every URL string. This is going to be a unique identifier for the table (primary key). Each row can then be identified by this field.

Create a formula learned in class to extract the primary key from the "Movie_IMDB_Link" column into a new column (call that new column Primary Key and make it the first column dataset). Leave the "Movie_IMDB_Link" column untouched. Create a named range for the new column called "PrimaryKey". Make sure you leave the formula that you created intact so that I can see your process. **10pts**

2. Format the table as a table. Create named ranges for these columns: Director, Country, Gross (Gross Revenue), Budget and Title Year. **5pts**

3. Copy and paste the new primary key column and the genres column into a new worksheet (call it the genre worksheet). Use an Excel feature to give each genre its own column: label the columns Genre1, Genre2, etc. Create a function that counts the number of movies that are described with at least 3 genres. **5pts**

If you have a single cell that has "Action, Comedy, Romance" it should now be:

Action | Comedy | Romance

Where | represents a new column.

4. Modify the movie_title column and remove the unique character that exists in the cell values. **5pts**

5. Format the budget column in U.S. Dollars. Create a conditional formatting on the budget column. Use the best conditional formatting that shows the differences between the amounts in each cell. **5pts**.
5a. Scroll through the dataset, what do you notice? Is formatting the column as dollars an appropriate choice, why or why not? Explain. **5pts**

Part B Analysis:

Q. Which countries produced the most number of movies?
6. Create another worksheet called "Countries". Copy and paste a distinct listing of countries from the raw data. Use a formula learned in class to count the total number of movies made by the particular country, make sure to use the appropriate named range in your equation. Create another column called "Ranking by Count" and use a function learned in class to rank the countries by their respective count. Which Countries were in the top 5 based on quantity of movies produced? **10pts**

Note: Do not use pivot tables.

Q. Which countries had the largest gross revenue and biggest movie budgets?
7. In the same Countries worksheet, use another formula learned in class to bring in the Total Gross Revenues and Total Budgets of all movies by country. Again, make sure to use the appropriate named range in your equation. Create two additional columns called "Ranking by Gross Revenue" and "Ranking by Total Budget" and use a function learned in class to rank the countries by each measure respectively. Does the countries in your top 5 changes from the total revenue versus the budget total? **10pts**

7a. Describe the issue that is present in number 7 and describe how you would go about solving it. **5pts**

Note: Do not use pivot tables.

Q. How many movies was each actor in?
8. In a new worksheet called "Actors", create an unduplicated listing of all actors (from columns actor_1_name, actor_2_name, actor_3_name) in 1 column. Sort the column from A-Z. Use a function learned in class to count the total number of movies each actor appears in (regardless of whether they are in column they are in). **10pts**

8a. Create a new column called "Flag" and write an equation that "Flags" the actor if they appeared in more than 25 films. Filter the table by this "flag". Create another function learned in class to count the number of actors who appeared in 30 movies or more. **10pts**

Note: Do not use pivot tables.

Q. How many movies did each director make by year within the US?
9. Use the pivot table feature in Excel to help you answer this problem.

In a new worksheet called "Directors", create your pivot and filter it by: Year >= 2010 and Country = USA. Include the director_name as your first column and additional column names for each of the years from 2010 - 2015. Next bring in the Primary Key field (that you created in Step 1) as your value to be counted for each director in each year respectively. Create a Total column and Total row to sum the data accordingly. **10pts**

Note: Do not use equations.

10. Create your own analysis with the data. Clearly describe the problem/question that you're trying to address, show your work, and explain the answer that you derived at. And make sure the analysis is complex. It should not be something as simple as "the total number of movies in the dataset" or even the "total number of movies by year". Make sure your analysis is more interesting and complicated than that. And make sure it's not similar to one of the other problems in this project. **10pts**

You are free to create this analysis using equations and/or pivot tables.

Bus 250 Innovation and Creative Thinking

**Rubric for Final
Presentation**

	weight	1-4 score	weighted score	comments
Presentation speaking style	0.2			
Quality of Content/completeness	0.3			
Clarity of slides (communication of information and level of spelling errors/font inconsistencies)	0.2			
Understanding of design thinking/innovation and application to the project	0.2			
Creativity	0.1			
		Total		
		Grade (total/4)		

Bus 231 Principles of Project Management

Team Name/Members:						
	Scores 1 to 4)					
	Beyond expectations 4	Sufficient/meeting expectations 3	Limited 1	Not include - 0	weight	weighted score
Presentation speaking style – 20%					0.2	

Quality of Content/completeness – 30%				0.3	
Clarity of slides (communication of information and level of spelling errors/font inconsistencies) – 20%				0.2	
Understanding of project management concepts and application to our 'project' – 15%				0.15	
Creativity and visual presentation – 15%				0.15	
Comments:				Sum:	
				Final Grade = Sum/4:	

Student Evaluation of Course Instructions

No comments were reported about student recommendations based on the student evaluation of course instructions (question 31).

Post Measurements

Post measurements in conjunction with Experiential Learning Center to report how many business students have been able to secure employments, obtain admission to graduate schools,

took GRE or other Business Major Field Tests (ETS) and started own businesses are not completed for the year 2017-2018.

3. Program Changes for Upcoming Year (2018-2019)

Based on the above perspectives, the business major will adapt the following changes in the 2018-2019 Assessment Plan.

a) Modify the pedagogical design of certain business courses to emphasize on business ethics and sustainable investments

b) Develop or redesign rubrics used to assess each element specified in program goals

c) Design a student exit survey questionnaire more specifically to meet the expectations of the business program

d) To introduce a business major field test (ETS) to measure the academic performance of business major students relative to state and national level performances

e) To establish a mechanism to co-ordinate with the Experience Learning Center to obtain post measurement data mentioned above.

4. Action Plan Upcoming Year (2018-2019)

The following action plan is set to implement as a part of the continuous improvement exercise of the business program quality in 2018-2019.

a) Modifying the curriculum in the areas discussed in the above section (program changes) – Fall 2018.

b) Setting up the mechanism to work in conjunction with the Experiential Learning Center to obtain post measurement data for the assessment plan and report – Fall 2018

c) Design a questionnaire for student exit survey – Fall 2018

d) Develop or redesign rubrics to assess student learning goals

e) Faculty discussion to feed in outcomes for the 2019 assessment report – Spring 2019.