

Annual Assessment Plan and Report

Business and Entrepreneurship Major

2015-2016

I. Executive Summary

Student learning outcomes must be assessed in order to determine accomplishments of program goals as well as delivery effectiveness. However, as of now, no such assessment methodology has been in place at Wells College for business programs. With this perspective, an ongoing assessment plan for Wells College business programs is formulated and initiated in June 2015 as per the request of EPC. Hence, while this document serves as a plan for business program outcome assessment, it is also presented as a proposal initiative for continuous improvement of the overall program quality. 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

The goal of Wells College for Business and Entrepreneurship 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 these academic programs 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 and

Entrepreneurship 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 and Entrepreneurship 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 and Entrepreneurship major serves to employ and fulfill the mission of Wells College providing a supporting framework in achieving Strategic Plan. Additionally, the Business and Entrepreneurship 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 and Entrepreneurship 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 and Entrepreneurship 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) Training of faculty and identification of rubric to be used in assessment
- e) Data analysis, and recommendations to make curricular and program goals changes

VI. Program Goals of Business and Entrepreneurship Major

The goals of business degree programs 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:

Graduates would be contented with their educational program.

Goal 02:

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

Goal 03:

Graduates will apply the concepts of Pragmatic-Centered education in their professional endeavors through entrepreneurial and/or intrapreneurial activities and personal development.

Goal 04:

Graduates will possess qualifying knowledge and skills to pursue higher education in graduate schools.

VII. Students Learning Outcomes:

- a) Demonstrate skills and abilities to set realistic personal and professional goals;
- b) Develop clear, effective reading, writing and presentation skills, and use of technology to solve problems.
- c) Demonstrate ability to work in groups to achieve organizational goals.

- d) Show proficiency in obtaining, organizing, analyzing and categorizing information to draw valid conclusions.
- e) Apply concepts of Pragmatic-Centered Education in their professional entrepreneurial and/or intrapreneurial activities and personal lives.
- f) Show the capacity of change within society and to take steps to modify those within capabilities.
- g) Develop the skills to manage people within global environment.
- h) Develop the skills to efficiently manage financial resources.
- i) Develop the ability to integrate the functional areas of business for economic opportunities.
- j) Demonstrate ability to make informed decisions, fulfill professional commitments and meet obligations of community.

VIII. 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 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 – A survey procedure needs to be developed in consultation with the faculty from the department of psychology 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) Report on the entire process which includes review and modifications made to learning objectives, topics, assessment instruments throughout the process and 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.

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

Faculty of the Business and Entrepreneurship major will meet every semester to review collected data and its analysis thus far to make recommendations. Additionally, the findings 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.

X. 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.

XI. 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.

XII. Assessment of Outcomes (Measurement Strategies)

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

1. Student Satisfaction Survey

A student survey will be administered with 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. The survey instruments are proposed to develop in conjunction with faculty from department of psychology in order to achieve higher level of quality in collecting intended data.

2. Faculty Observation

The Business Programs will conduct faculty observation of the business courses every semester. Faculty will be observed using a faculty observation instrument used in class room sessions. The faculty observation will be administered by the program chair and the director for the business and entrepreneurship major. Faculty observation seeks to assess faculty teaching effectiveness in areas such as opening, discussion, interaction with the class, and board management. Comments based on the observations will be recorded and discussed with the business faculty at a specified common meeting held during the semester.

3. 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.

4. 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 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).

5. Post Measurement

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