

Wright College Business Department/Program Assessment Project Fall 2015-16

WHAT?

Describe the purpose of this assessment project.

The course assessment project was intended and designed to obtain data on how students in the business department understand the language of business and related discussion-topics. The business department designed an assessment that can be administered pre and post course assessment to evaluate the students' improvement with their Gen-Ed students' learning outcome (SLOs). Specifically, the measurable SLOs for which the assessment was designed was to measure the reading, writing, and critical thinking on business related materials.

WHY?

Describe your department/program's reasons for taking on this project and the areas of your department/program that are involved.

The business department took the business course assessment project to identify the applicability of language in every level of the business courses in our department. Our initiative started by selecting a reasonable number of business courses that mainly include Bus-111, Bus-181 and Bus-182. The reason for the selection of reasonable number of courses was to gather information on student learning and the department clearly linked the initiative to courses and Gen-Ed SLOs. Also, our department identified

multiple methods of assessing the courses and student experiences. This initiative is aimed at long-term plan and making sure the solution would be sustainable.

HOW?

Describe the participants, methods, and the timeline for this project.

The course assessment project was intended and designed to obtain data on how students in the business department understand the language of business and related discussion topics. Thus, the initiative started a year ago by selecting a reasonable number of business courses that mainly include Bus-111, Bus-181, and Bus-182. A sample of two business classes from each of the Bus 111, 181 and 182 was selected, and the students were served with a 10-minute essay of 5 questions subscribed from an online business reading assessment. Further, at the early stage of the assessment, there was a set of 30-minutes questions that were served before students went in-depth in their course work for the semester.

WHAT WE FOUND

1. Describe the way in which your department/program will collect results. 2.

Provide the results. 3. Describe how these results will be used for improvements.

The sample of two business classes from each of the Bus 111, 181 and 182 courses were selected and the students were served with a 10-minute essay of 5 questions subscribed from an online business reading comprehension assessment. Almost all of the staff in the business department participated in the process of either the collection, correction or distribution of assessment documents in one way or another. Also, there

were more than 6 business professors that directly participated in serving the questions and collecting the results for review.

The result of the post assessment showed a mean grade of 65.5% for Bus-111, 66% for Bus-181 and 68% for Bus-182. In one separate incident, a class was served with a different set of same question of pre and post education. However, the result indicated mixed result. In the multiple choice question section, the result indicated an increase from pre to post assessment by 10%. On the essay question section, which was subjective, the result declined by 17%.

In general, the result indicated that, as the students' progress from the beginner classes to the higher management classes, their level of understanding of the language of business increased. The students' improvement with their Gen-Ed SLOs, however, was not that significant with the margin of error. Also, there was a single incident that depicted a mixed result that indicated either due to the subjective nature of the question or luck of improved level of understanding. Hence, the department has designed a variety action plan that includes of assigning dedicated assessment personnel that coordinates the business departments assessment projects to cover a wider audiences and classes. Also, for further analysis, a higher number of questions will be served to students and compare the results. Further, the department would avoid subjective questions to minimize bias and inconsistency.