

**WRIGHT COLLEGE  
PROGRAM/DISCIPLINE ASSESSMENT FORM**

**Program/Discipline:** Business

**Instructional Manager:**

**Semester/Year:** 2010

**Assessment Coordinator:** Fred Hernandez

**Department Chair:** Paul Croitoru

**Email:**

**Plan Title:** Assessment Plan 2010

Part A:

Part B:

Part C:

**The current submission is which of the following:**

**Initial Plan**      **date:** \_\_\_\_\_

**Mid-year update**      **date:** \_\_\_\_\_

**Final Report**      **date:** \_\_\_\_\_

**College Mission:** Wright College is a learning-centered, multi-campus institution of higher education offering students of diverse backgrounds, talents, and abilities a quality education leading to baccalaureate transfer, career advancement, and/or personal development.

**Program/Discipline Mission:**

**Business Department Mission Statement:**

The Business Department of Wilbur Wright College creates an environment of intellectual inquiry driven by the need to ground theory in practical application. Using the city of Chicago as well as the classroom to advance the knowledge and practice of multiple business concentrations, we serve students of diverse backgrounds, talents, and abilities by preparing them to engage knowledgeably and ethically in local and global business communities and offering opportunities to build leadership and networking skills through our clubs and social organizations. Our programs lead to Baccalaureate transfer, career enhancement and/or personal development.

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**A. Initial Assessment Plan**

**Area of Focus:**

Your department efforts are to improve learning in what topic/area?

The Business Department is engaged in a process of continuous assessment, working to meet the needs of students and the business community in order to provide an education that has true economic value. We provide skills training, but more importantly, we require and teach critical thinking, synthesis, and application of concepts in the belief that skills will become outdated as technology changes, but critical thinking and lifelong learning allow our students to adapt to and take advantage of sometimes unpredictable changes.

**Evidence:**

What past results have led your department to conclude that this is an area needing attention?

Our annual CAAP assessment (Collegiate Assessment of Academic Proficiency), prepared by ACT, which assesses our students' skills in writing, readings, science, mathematics, and critical thinking. A review of these materials indicate a need to improve in critical thinking.

**Course(s) of Interest:**

What courses will be involved in your plan?

We will focus on Business-111 – Introduction to Business,  
Business-181 – Financial Accounting,  
Business-1820 – Managerial Accounting.

**Intended Program Student Learning Outcomes (SLOs)**

List each relevant SLO that this project pertains to.

- define, explain, and evaluate basic business concepts and strategies; identify essential elements of successful business operations and apply those concepts to real world business contexts.
- identify the framework that constitutes our national and the international economic systems and the roles played by businesses, consumers, technology, and/or governments.
- critically discuss and apply business ethics in a variety of business settings, as well as recognize and challenge ethical misconduct; evaluate ethical standards and incorporate these standards in decision-making processes
- demonstrate competence in computer literacy and skills required in the respective disciplines
- use critical thinking in interpreting and applying business concepts to actual business situations; demonstrate competence in basic research.

**Involved Faculty:**

List the instructor(s) participating in the assessment process for each outcome listed above.

Crohn, Linda; Papademas, James; Bonner, Susie A; James, Cohick; Blue, Shauntae; Feller, Van; Marrero, Anibal; Croitoru, Paul, Duffy, L.

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**Assessment/Intervention Process**

Address the following questions:

**What** approach will be used?

**Why** was this process selected?

**How** will student learning be measured?

**When** will data collection be completed?

**Who** will analyze the results?

**What:** Business 111, 181 and 182 have shared exit exams; student performance on these exams allow the Business department to ensure that students leave these classes with similar competencies and that they are adequately prepared for the next level of instruction.

**Why:** Exit exams provide appropriate data for instruction at the department level. These exams provide invaluable information about potential gaps in instruction, allowing us to see generally where we succeed and where we need to reevaluate our curriculum. Exit exams confirm uniformity of concepts and skills in specific classes regardless of instructor. The exams also ensure that Wright College Business students meet specific competencies, driven by student learning outcomes. When the department identifies potential trouble-spots, we collaborate on solutions. We will be reviewing our exit exams to ensure that they are measuring our new programmatic student learning outcomes

**How:** Our Exit Exam covers competencies in analysis of data and computer skills (Summative, Internal, and Comparative)

**When:** At the end of the Fall 2010 semester.

**Who:** Paul Croitoru

**B. Midyear Update – due Oct 21**

**Completely describe all actions that have occurred since this past August with respect to your department's Assessment Plan.**

One area of demonstrated weakness is math proficiency. While technology can be useful in increasing student learning, some students require face-to-face instruction. Business 141, Business Mathematics, has traditionally been only offered as an online option. This coming semester, we will offer one section in a traditional environment in order to support a variety of student learning styles.

**Attach any relative documents (rubrics, surveys, other assessment tools).**

BUS-181 Financial Accounting. Students will complete the course Exit Exam with 82% of them with a passing grade equal to or greater than 50% success.  
 BUS-182 Managerial Accounting. Students will complete the course Exit Exam with 88% of them with a passing grade equal to or greater than 50% success  
 CIS-120 Introduction to Microcomputers. Students will complete modules in; Windows, Internet, Word, Excel

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**Are there any obstacles to the implementation of the plan that the Assessment Committee should know about or can assist with?**

Access and Power Point with 77% of them with a passing grade equal to or greater than 70% success.

No

**Summary of Results and Analysis of Data Collected**

What were the results of the assessment process?

What was learned from the results?

**Action Plan Based on Results and Analysis**

Based on what was learned, what additional steps will be taken to improve student learning?

**Part C – due TBD**

Department records indicated a drop in Exit Exam scores for BUS 181. In Fall 2009 a pilot program began using My Accounting Lab software. Results discussed among faculty members resulted in adoption of a phased implementation for wide spread usage of My Accounting Lab and My IT Lab software in 2010.

Programs change in response to our analysis of data about student learning confirm the validity of incorporating the use of My Accounting Lab and My IT Lab in our Accounting and CIS programs in order to provide students with the types of immediate feedback that engenders authentic learning. These learning tools also provide assessment and in the case of MyITLab provide the students with program emulation. Thus the student has the ability to do their assignments, lab and homework from home without having to purchase the Microsoft Office 2010 software or come to the campus to use the software.