

**WRIGHT COLLEGE  
PROGRAM/DISCIPLINE ASSESSMENT FORM**

<b>Program/Discipline:</b> Business/CIS/Paralegal	<b>Instructional Manager:</b> Marilyn Young
<b>Semester:</b> Fall	<b>Year:</b> 2007
	<b>Department Chair:</b> Van Feller

**College Mission:** The purpose of the Wright College Business Department is to offer students of diverse backgrounds, talents and abilities, a quality business education leading to Baccalaureate transfer, career enhancement and/or personal development.

**Our goal is to serve the educational needs of the following student segments:**

1. Business Majors planning to transfer to a 4-year public or private college or university.
2. Students intending to pursue a full-time career in business after receiving an AA or AAS Degree.
3. Students with educational goals that are a combination of Segments 1 and 2.
4. Students in fields other than Business that need Business courses as part of their education.
5. Individuals interested in taking one or more Business courses to meet the job requirements of their present job, qualify for a promotion, or start a new career.
6. Students who currently own their own business or hope to open one in the future.
7. Other students wishing to extend their knowledge of Business.

**We expect that the student segments which we serve will be able to:**

- Think and read critically so that they can effectively solve business problems using appropriate information resources and reasoning.
- Master business terminology which will enable them to read, write, speak, and listen effectively so that the expectation of appropriate audiences in the academic, public, and business sectors are met.
- Demonstrate quantitative and technological literacy, especially computer literacy, in data collection and analysis, reasoning, and business problem-solving.
- Understand and develop ethical values, life goals, and interpersonal skills that will prepare them for life-long learning, employability, and effective citizenship.

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<b>A. Departmental Concerns - Complete During Inservice Week</b>	
<b>Evidence:</b>	<i>It is critical that businesses have employees who can utilize technology to solve business or legal issues. Many of our students have limited exposure to using computer technology in solving problems.</i>
<b>Area of Focus:</b>	How does the department assess the student's technological literacy for interpreting data, reasoning, and problem-solving?
<b>B. Program/Discipline Assessment Plan – Complete During Inservice Week</b>	
<b>Course(s) of Interest</b>	CIS 120 Introduction to Microcomputers BUS 182 Managerial Accounting BUS 147 Introduction to Paralegal Studies

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<p><b>Intended Program Student Learning Outcomes</b></p> <p>List and number each outcome to be measured during this cycle.</p>	<p>Upon completion of CIS 120, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. demonstrate application of Microsoft Office: PowerPoint, Excel, Access, &amp; Word.</li> <li>2. utilize the Internet as a research tool.</li> <li>3. work in the Microsoft Windows XP Environment.</li> </ol> <p>Upon completion of BUS 182, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. use computer software to record and analyze accounting information, prepare budgets, and perform capital investment analysis. Such as; (Quick Books and Excel)</li> </ol> <p>Upon completion of BUS 147, the students will be able to:</p> <ol style="list-style-type: none"> <li>1. use appropriate technologies to complete paralegal research and specific writing tasks. Such as; online search for legal documents. (Determine the extent of writing assignments)</li> </ol>
<p><b>Departmental Assessment Coordinator(s):</b></p> <p>List the instructor(s) leading the assessment process for each outcome listed above.</p>	<p><b>Assessment Coordinator:</b> Fred Hernandez (with assistance from V. Feller &amp; C. Verigan)</p>
<p><b>Assessment Process</b></p> <p>Address the following questions:</p> <p><b>What</b> approach will be used?</p> <p><b>Why</b> was this process selected?</p> <p><b>How</b> will student learning be measured?</p> <p><b>When</b> will data collection be completed?</p> <p><b>Who</b> will analyze the results?</p>	<p><b>What:</b> To assess the above learning outcomes, each of the three disciplines will conduct surveys of students. Students will be surveyed regarding their technology skills before and after such lesson plans.</p> <p><b>Why:</b> In order to solve problems timely, efficiently, and critically, our students need to be technologically competitive.</p> <p>We are endeavoring to help our students become as successful as possible. In order for us to r that reason are working on methods that will allows us to aid our current students not just take what we learn from one class and apply it to another class. Rather than just use the student surveys we will test entry and exit points for comparisons.</p> <p><b>How:</b> This will be accomplished by using formative as well as, summative assessment measures. CIS is currently searching online for existing standardized testing programs for each module of Microsoft Office;(Word processor, spread sheet, database and multi-media presentation software). Pending the results of this pilot program we hope to be able extend this technique throughout the department.</p> <p><u>Formative Direct Measure:</u> Our mid-term test are in scantron format. This allows us to quantify the results and determine which questions the students are having problems with. We can then correlate the question to the concepts the question is based on. When we review the test with students we have the opportunity to go over the these concepts. Thus providing the students with a better chance</p>

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	<p style="text-align: center;">to successfully complete the course.</p> <p><u>Summative Direct Measure:</u> The CIS exit exam will require the student to demonstrate knowledge of various software and their functions.</p> <p><u>Indirect Measure:</u> The student evaluation will require responses of: Strongly Agree, Agree, Disagree, or Strongly Disagree.</p> <p><b>When:</b> The first CIS student surveys should be conducted the first week of the Spring semester. The second student surveys should be collected during the 14<sup>th</sup>-16<sup>th</sup> week of the Spring 2008 semester. The mid-term review will be the 8th-9<sup>th</sup> week.</p> <p><b>Who:</b> Fred Hernandez, Van Feller, Cara Verigan</p>
	<ol style="list-style-type: none"> <li>1. 75% of CIS students will pass the exit exam.</li> <li>2. 75% of students will indicate on the second survey, that they can apply technology in solving problems.</li> </ol>
<b>C. Assessment Results and Action Plan – Complete in Spring 2008</b>	
<p><b>Summary of Results and Analysis of Data Collected</b></p> <p>What were the results of the assessment process?</p> <p>What was learned from the results?</p>	
<p><b>Action Plan Based on Results and Analysis</b></p> <p>Based on what was learned, what steps will be taken to improve student learning?</p>	<p><b>How will data be used to improve learning?</b></p> <ul style="list-style-type: none"> <li>• Student evaluation of skill development. A check list of performance in lab projects will be used to identify weakness so that required material can be revisited and presented in another manner.</li> </ul>