School for Business

Metropolitan College of New York

Assessment Process and Results

Students' learning outcomes are assessed in order to determine accomplishment of program goals as well as effectiveness of delivery methods. Since no such formal assessments were being performed for the MCNY's School for Business prior to 2010, an ongoing assessment plan was formulated and initiated in August 2010 and the first phase the plan that ran through December 2014 was reviewed by the faculty as well as the assessment feedback materials/data collected. The second phase of the assessment plan began in fall 2014 and is in continuum (2015 to 2019).
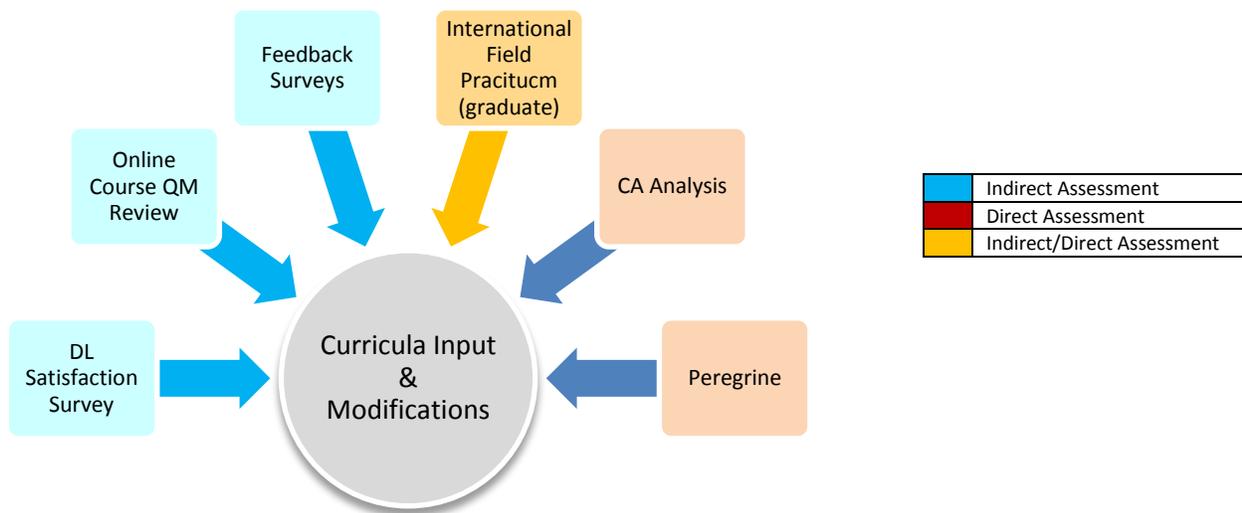
The basis for dividing the plan into two phases was that:

- The *Major Field Test (MFT)* was utilized as a measure of direct student learning outcomes since adoption in 2010. The MFT exam provided several data points, which were used to inform results that the faculty analyzed for continuous improvement of the curricula. However, it was realized that the MFT exams were not directly aligned with the School for Business accrediting body, ACBSP (Accrediting Council for Business Schools and Programs) for which it was a candidate. MFT tests did not cover the newly developed and launched healthcare program also. The *Peregrine* (another testing organization) test were not only more aligned with the ACBSP's objective but also included the healthcare components. It also focused ACBSP's common professional competencies (CPC), such as finance, accounting, economics, etc.

- While the MFT test could be taken in the classroom environment, the *Peregrine tests,* being web-based could be taken off campus so long as a computer and internet are available. The tests being 3-hour long could also be taken in two sittings.

- Unlike the MFT exam, the *Peregrine* exams are incentivized for students and they could be rewarded for participating and demonstrating mastery of materials via certificates of completion and analysis.

- The *Peregrine* feedback and reporting systems allows for more in-depth analysis and wider dissemination of direct student learning outcomes in terms of weak and strong areas of the curriculum and the results could be compared with other similar academic institutions in the region or nationwide.

The School for Business has adopted the recommended four-step planning process as highlighted by the Middle States Commission on Higher Education: (1) define clear goals; (2) implementation of strategies to achieve stated goals; (3) assessment of the achievement of stated goals; and (4) use of results and data from assessment to inform curricula updates/revisions.

The diegaram below illustrates various direct and indirect measures that have been adopted and are implemented as a part of the assessment cycle.

Feedback Surveys

International Field Pracitucm (graduate)

Online Course QM Review

CA Analysis

	Indirect Assessment
	Direct Assessment
	Indirect/Direct Assessment

DL Satisfaction Survey

Curricula Input & Modifications

Peregrine

The School for Business' assessment strategy (illustrated below) is to first assess student learning in the respective dimension courses and then assess if the course is achieving: (1) purpose goals, (2) program goals and ultimately, and (3) College goals. The objective is to measure student learning within the Purpose and contribution of Dimension courses to the Constructive Action.
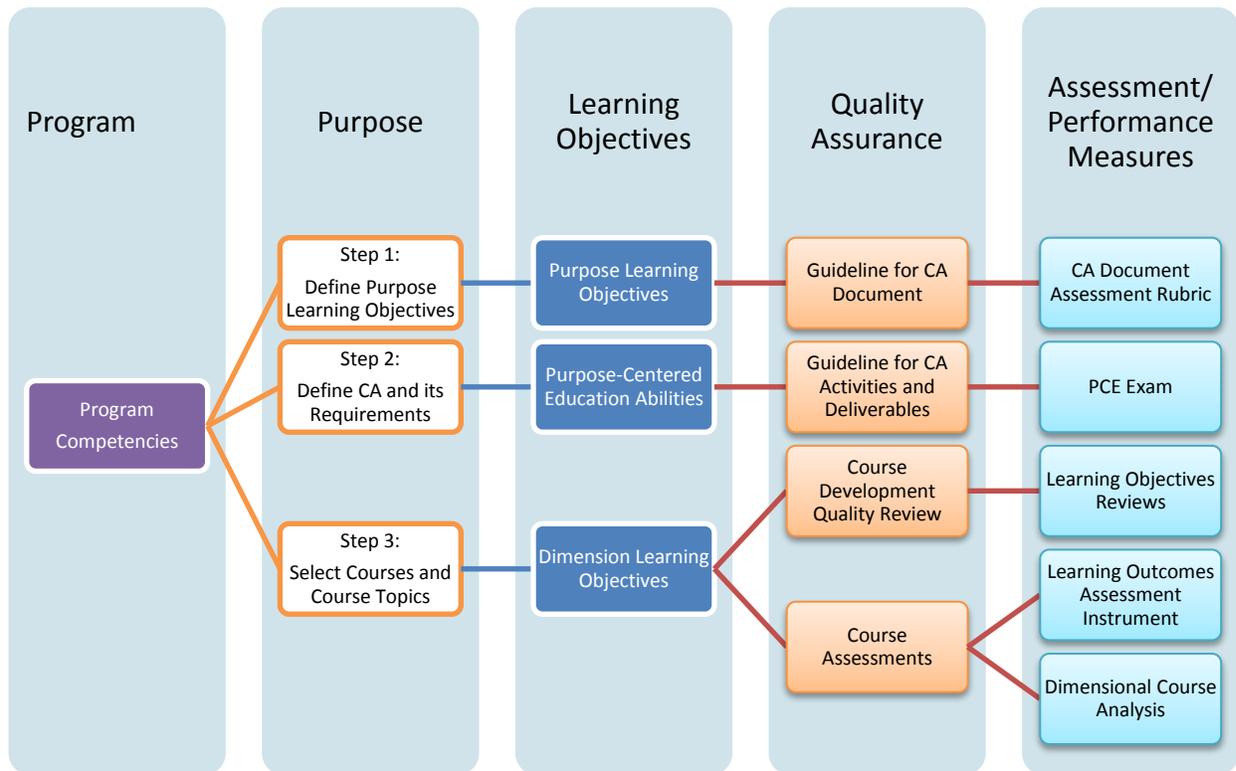

The assessment of student learning entailed the following major steps:

- Understanding of faculty of the objectives and scope;
- Identification of methods and frequency of assessment;
- Identification of dimension courses to be assessed;
- Training of faculty and identification of rubric to be used in assessment;
- Data analysis, and recommendations to make curricular and program goals changes.

Each program's Core Competencies listed above and illustrated in the Diagram below are as follows:

1. Define the **Purpose Learning Objectives** (Step 1 in the diagram).
2. Define the requirements for the Constructive Action (CA), such as deliverables and tasks, for the student achievement of the Purpose Learning Objectives (Step 2). At this step, the **PCE Abilities** are further refined to be specific and relevant for the Purpose and Dimension, and these are developed as a set of CA learning objectives.
3. Courses and course topics (and **Dimensional Learning Objectives**) are then identified by taking into account the core professional components and subject matter expertise required in each Purpose and successful completion of the CA (Step 3).

All the above assessments were aligned with the College, School for Business and the Program goals:

Program	Purpose	Learning Objectives	Quality Assurance	Assessment/ Performance Measures
Program Competencies	Step 1: Define Purpose Learning Objectives	Purpose Learning Objectives	Guideline for CA Document	CA Document Assessment Rubric
	Step 2: Define CA and its Requirements	Purpose-Centered Education Abilities	Guideline for CA Activities and Deliverables	PCE Exam
	Step 3: Select Courses and Course Topics	Dimension Learning Objectives	Course Development Quality Review	Learning Objectives Reviews
			Course Assessments	Learning Outcomes Assessment Instrument
				Dimensional Course Analysis

College-Level Goals:

I.   Values and Ethics: Graduates of MCNY programs demonstrate knowledge of ethical systems critical to their ability to make decisions and solve problems germane to their professional work and individual lives, as local, national and global citizens.
II. Self and Others: Graduates of MCNY demonstrate knowledge of how individuals are motivated and act within interpersonal contexts. They understand and apply the functions of greater self-knowledge, self-management, emotional intelligence, empathy, and mutual benefit in ameliorating social problems.
III. Systems: Graduates of MCNY demonstrate and apply knowledge of complex social organizations and broad economic, political, cultural, and historical factors that shape the development of institutions and governments, and the relationship of individuals and social groups to the natural and built environments.
IV. Skills: Graduates of MCNY demonstrate relevant research, technological, and interpersonal abilities for professional practice in their chosen area.

School for Business Goals

The goals of the School for Business programs are to enhance students' professional ability, exhibit exemplary moral and ethical behavior and engage them within their own communities. Appendices D and E outline the abilities and professional competencies as they are mapped to

the Dimensions within the undergraduate and graduate curricula. At the completion of this program (undergraduate in 32months and graduate in 12 months):

- Graduates would be satisfied with their educational program;
- Employers and industry professionals would be satisfied with the graduates' professional competence and performance;
- Graduates will apply the concepts of Purpose-Centered Education in their professional endeavors through entrepreneurial and/or intrapreneurial activities and personal development;
- Graduates would complete program within the stated timeframe established by the School for Business

Program Goals
Business Undergraduate Program Goals:
1. Demonstrate skills and abilities to set realistic personal and professional goals (College-level Goals: II, III)
2. Develop clear, effective reading, writing and presentation skills, and use technology to solve problems (College-level Goals: IV)
3. Demonstrate ability to work in groups to achieve organizational goals (College-level Goals: I, III)
4. Show proficiency in obtaining, organizing, analyzing, and categorizing information to draw valid conclusions (College-level Goals: I, II, III)
5. Apply concepts of Purpose-Centered Education in their professional entrepreneurial and/or intrapreneurial activities and personal lives (College-level Goals: I, II, III, IV)
6. Show the capacity for change within society (College-level Goals: I, II)
7. Develop the skills to manage people in the global environment(College-level Goals: I, IV)
8. Develop the skills to efficiently manage financial resources (College-level Goals: IV)
9. Develop the ability to integrate the functional areas of business for economic opportunities (College-level Goals: III)
10. Demonstrate ability to make informed decisions, fulfill professional commitments, and meet obligations of community (College-level Goals: I, II)

Business Undergrad Program Goals	College-Level Goal I (Values & Ethics)	College-Level Goal II (Self & Others)	College-Level Goal III (Systems)	College-Level Goal IV (Skills)
1		x	x	
2				x
3	x		x	
4	x	x	x	
5	x	x	x	x
6	x	x		
7	x			x
8				x
9			x	
10	x	x		

Healthcare Systems Management Program Goals:
1. Perform self-assessment, undertake research and develop career goals in healthcare (College-level Goals: I, II)
2. Link classroom knowledge with infield healthcare delivery systems (College-level Goals: II, III)
3. Relate medical terms, and human body functioning in health and disease along with treatment and management options (College-level Goals: IV)
4. Use software to complete medical insurance claims and submit electronically (College-level Goals: IV)
5. Ensure quality assurance in healthcare delivery systems (College-level Goals: I, II)
6. Understand legal and ethical aspects of healthcare (College-level Goals: I)
7. Use quantitative concepts and skills essential for healthcare business (College-level Goals: IV)
8. Become familiar with the diverse cultural, social, political and dimorphic aspects of healthcare industry (College-level Goals: II, III)
9. Value community health with respect to mental, maternal, elderly, infant, and child health (College-level Goals: II)
10. Consider psychosocial and behavioral aspects of the healthcare system (College-level Goals: III)
11. Gain skills in planning, administration, evaluation, quality appraisal and management of health programs (College-level Goals: IV)

Healthcare Undergrad Program Goals	College-Level Goal I (Values & Ethics)	College-Level Goal II (Self & Others)	College-Level Goal III (Systems)	College-Level Goal IV (Skills)
1	X	X		
2		X	X	
3				X
4				X
5	X	X		
6	X			
7				X
8		X	X	
9		X		
10			X	
11				X

MBA Program Goals (Common to all four MBAs):

1. Master the personal and professional skills necessary to lead and work within teams effectively (College-level Goals: II, IV)
2. Master the skills to engage all relevant parties in community development (College-level Goals: II, III, IV)
3. Master the skills to effectively operate in global environment and develop long term strategies to positively impact environment and organizations (College-level Goals: III, IV)
4. Make ethical decisions guided by thought, analysis, and compassion (College-level Goals: I)

General Management:

5. Manage change in a dynamic global environment and across the value chain (College-level Goals: I, III)
6. Develop new opportunities for self and others through Constructive Action (College-level Goals: I, II)
7. Apply emerging technologies for business growth (College-level Goals: III, IV)

MBA Program Goals	College-Level Goal I (Values & Ethics)	College-Level Goal II (Self & Others)	College-Level Goal III (Systems)	College-Level Goal IV (Skills)
1		X		X
2		X	X	X
3			X	X
4	X			
5	X		X	
6	X	X		
7			X	X

Media Management:

5. Develop models for successful exploitation and utilization of social and mobile media in the delivery of traditional entertainment industries (College-level Goals: II, III)
6. Manage and develop new successful business models in changing music and publishing industries in light of digitization and convergence (College-level Goals: IV, III)
7. Be at the forefront of administration of successful business models for developing "new" media industries (College-level Goals: II, III, IV)

MBA Program Goals	College-Level Goal I (Values & Ethics)	College-Level Goal II (Self & Others)	College-Level Goal III (Systems)	College-Level Goal IV (Skills)
1		X		X
2		X	X	X
3			X	X
4	X			
5	X	X	X	
6			X	X
7		X	X	X

Financial Services:

5. Apply key strategies to reshape the future of financial markets in the 21st century (College-level Goals: III)
6. Apply management principles with the practical perspective of global finance (College-level Goals: II, III)
7. Navigate the challenge in wealth generation for individual, business, and society (College-level Goals: II, III)

MBA Program Goals	College-Level Goal I (Values &	College-Level Goal II (Self &	College-Level Goal III	College-Level Goal IV (Skills)

	(Values & Ethics)	(Self & Others)	College-Level Goal III (Systems)	College-Level Goal IV (Skills)
1		X		X
2		X	X	X
3			X	X
4	X			
5			X	
6		X	X	
7		X	X	

Health Services and Risk Management

5. Perform risk analysis for healthcare quality assurance (College Level Goals: I);
6. Apply business principles to healthcare industry operations (College-level Goals: II)
7. Manage healthcare human resources in collective bargaining environment (College-level Goals: III)

MBA Program Goals	College-Level Goal I (Values & Ethics)	College-Level Goal II (Self & Others)	College-Level Goal III (Systems)	College-Level Goal IV (Skills)
1		X		X
2		X	X	X
3			X	X
4	X			
5	X			
6		X		
7			X	

Program Goals and Outcomes Assessment Methods

Direct Assessment by Peregrine

The School for Business is utilizing a direct student learning assessment tool specific to business (undergraduate and graduate) as well as to its healthcare administration program. The results of the test are discussed in the all faculty meeting in the beginning of each semester and continuous improvement achieved when the results from the assessment are incorporated into instructional activities.

Each exam is unique based upon a random selection of questions from the test bank covering the following topics:

- Marketing
- Business Finance
- Accounting
- Management
- Legal Environment of Business
- Economics (Macro & Micro)
- Business Ethics
- Global Dimensions of Business
- Information Management Systems
- Quantitative Techniques / Statistics
- Business Leadership
- Business Integration and Strategic Management

The general topics for the undergraduate healthcare exam include:
- The US Healthcare System
- Population/Community Health
- Management of Healthcare Organizations
- Management of Human Resources and Health Professionals
- Information Systems Management and Assessment
- Healthcare Law
- Quality Assessment for Patient Care Improvement

The Process:
The exam is administered both to the fresh and the graduating students as the Inbound and Outbound exam. Students at the start of the academic program complete the Inbound Exam. The Outbound Exam is administered to the students at the end of the academic program. As mentioned earlier the exams are provided online, with or without an exam proctor, using a secure web service that includes safeguards to ensure exam integrity. The difference in Inbound and Outbound exam scores, both cumulatively and individually, is the direct measure of learning and the value added by the academic institution. Program-level and course-level learning outcomes are evaluated, analyzed, and assessed using the detailed reporting provided with the service. External benchmarking includes the comparisons of the percent change and the Outbound Exam results to other academic institutions.

Distance Learning (Online) Courses Assessment

Assessment Specific to DL Courses
There are currently four methods of assessment that are performed for DL courses to measure student satisfaction, faculty performance, course evaluation, and design goals.

Student Satisfaction Survey
In the spring of 2010, MCNY's Office of Institutional Research and Assessment, after consultation with staff in the School for Business, designed a brief Feedback Survey which was administered on the Moodle distance learning class web site. The project was an outgrowth of the realization that MCNY needed to evaluate these new DL classes beyond the ongoing Semester Course Evaluation Program. A short eight question survey instrument was implemented and DL students were invited to participate. This survey has been administered every semester by Institutional Research and Assessment since Spring 2010.

Faculty Observation
The School for Business conducts faculty observation of the DL courses every semester as it does with onsite courses. Faculty is observed using the existing faculty observation form used for the onsite course.

Student Evaluation of Instructors
Every student enrolled in a DL course is invited to participate in the Student Evaluation of Instruction. This is administered every semester as is done for onsite courses.

Course Structure and Administration Survey
A selected number of courses are evaluated on a semester basis using standards established by Quality Matters Rubric Standards 2008-2010 edition with Assigned Point Values. These standards were used to design and administer the courses. (See Appendix G for rubric)

Online Course Peer Assessment
The School for Business has embarked on the systematic assessment of online courses to ensure continuous quality control, based on widely accepted industry standards, as set by Quality Matters (QM) www.qualitymatters.org. The QM system is a way to ensure standards of online education through a peer-based approach. The QM Course Peer Assessment program ensures continuous online course improvement. The five phases of the this peer review processes are depicted below as a diagram:
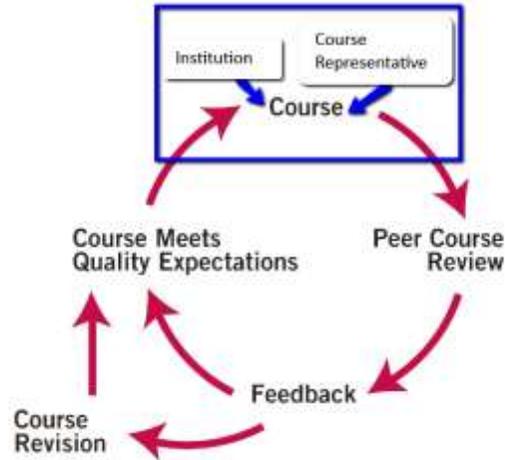
Peer Reviewers
The peer reviewers work in teams consisting of a **Master Reviewer** who chairs the committee, a **Subject Matter Expert** in the field of the course under review, and a **Course Representative**, the institutional E-Learning Coordinator; the representative does not review the course, but provides access to it, completes the Course Worksheet, and consults the review team during the process of assessment.

Methodology
The review committee indicates clearly which specific QM standards a course under review meets or does not yet meet. The standards set in the QM Rubric are intended to generate constructive feedback, which will be used by the Course Representative in the subsequent development of the course.

Criteria
The criteria that applied to the assessment process are categorized as follows:
1. **Course Overview and Introduction**
   - Clarity of starting instructions
   - Purpose and structure of course
   - Etiquette expectations
   - Course and institutional policies
   - Minimum technology
   - Prerequisite knowledge
   - Minimum technical skills
   - Instructor self-introduction
   - Student self-introduction

2. **Learning Objectives (Competencies)**
   - Course learning objectives
   - Module/unit learning objectives
   - Statement of objectives
   - Objectives and activities
   - Suitability of objectives

3. **Assessment and Measurement**
   - Measurement of stated learning objectives
   - Course grading policy
   - Specific and descriptive criteria
   - Sequenced, varied, and suitable assessment
   - Multiple opportunities to track progress

4. **Instructional Materials**
   - Instructional materials contribute to achievement of objectives
   - Clear explanation of purpose of instructional materials
   - Appropriate citation
   - Currency of instructional materials
   - Variety of instructional materials
   - Distinction between required and optional materials

5. **Course Activities and Learner Interaction**
   - Learning activities promote achievement of objectives
   - Learning activities provide opportunities for interaction
   - Clearly stated instructor's plan for classroom response
   - Clearly stated requirements for interaction

6. **Course Technology**
   - Course tools support learning objectives and competencies
   - Course tools promote learner engagement
   - Required technologies are readily available
   - Course technologies are current
   - Links provided to privacy policies for external tools

7. **Learner Support**
   - Course instructions articulate or link to what support is offered
   - Course instructions articulate or link to accessibility policies and services
   - Course instructions articulate or link to institutional academic support
   - Course instructions articulate or link to student services

8. **Accessibility and Usability**
   - Course navigation facilitates use
   - Information provided about accessibility of required technology
   - Course provides alternative means of access
   - Course design facilitates readability
   - Course multimedia facilitate use

This assessment started spring 2015 and contuse as of date with three online courses being evaluated every semester.

Summer 2015	Fall 2015	Spring 2016	Summer 2016	Fall 2016	Spring 2017	Summer 2017	Fall 2017	Spring 2018	Summer 2018	Fall 2018	Spring 2019	Summer 2019	Fall 2019
o	o	o	o	o	o	o	X	o	o	o	o	o	o
o	o	o	o	o	o	o	X	o	o	o	o	o	o
o	o	o	o	o	o	o	o	X	o	o	o	o	o
X	o	o	o	o	o	o	o	X	o	o	o	o	o
X	o	o	o	o	o	o	o	o	X	o	o	o	o
o	X	o	o	o	o	o	o	o	o	X		o	o
o	X	o	o	o	o	o	o	o	o	X	o	o	o
o	o	X	o	o	o	o	o	o	o	X	o	o	o
o	o	X	o	o	o	o	o	o	o	X	o	o	o
o	o	o	X	o	o	o	o	o	o	o	X	o	o
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o	o	o	o	X	o	o	o	o	o	o	o	X	o
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X	o	o	o	o	X	o	o	o	o	o	o	o	o
o	X	o	o	o	o	X	o	o	o	o	o	o	o
o	o	X	o	o	o	o	X	o	o	o	o	o	o
o	o	o	X	o	o	o	o	X	o	o	o	o	o
o	o	o	o	X	o	o	o	o	X	o	o	o	o
o	o	o	o	o	X	o	o	o	o	X	o	o	o

o	o	o	o	o	o	o	o	o	o	o	o	o	o
x	o	o	o	o	o	x	o	o	o	o	o	o	o
o	x	o	o	o	o	o	x	o	o	o	o	o	o
o	o	x	o	o	o	o	o	x	o	o	o	o	o
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x	o	o	o	o	x	o	o	o	o	o	o	o	o
o	x	o	o	o	o	x	o	o	o	o	o	o	o
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o	o	o	x	o	o	o	o	x	o	o	o	o	o
o	o	o	o	x	o	o	o	o	x	o	o	o	o
o	o	o	o	o	x	o		o	o	o	o	o	o
x	o	o	o	o		o	x	o	o	o	o	o	o
0	x	o	o		o	o	x	o	o	o	o	o	o
o	o	x	o	o	o	o	o	x	o	o	o	o	o
o	o	o	x	o	o	o	o	o	x	o	o	o	o
o	o	o	o	x	o	o	o	o	o	x	o	o	o

Constructive Action Assessment

Measure Description:
Business degree programs provide students with the opportunity to broaden their knowledge of the field of business and to develop the necessary skills for successful careers in business. As a result, students will leave Metropolitan College with an unmatched wealth of practical experience backed by a body of living case studies they can carry with them throughout their careers. The undergraduate degree consists of the following Purposes:

Associate of Science in Business
- Developing Career Goals
- Developing Team Dynamics
- Crafting a Marketing Strategy
- Identifying Ventures

Bachelor of Business Administration
- Developing Career Goals
- Developing Team Dynamics
- Crafting a Marketing Strategy
- Identifying Ventures
- Developing Implementation and Change Plans
- Creating a Human Resource Plan
- Creating Financial Plans
- Actualization of the Business

The four purposes in the AS degree are seamlessly integrated into the BBA.

Business Administration in Healthcare Systems Management
- Self-Assessment & Career Development
- Developing Professional Relationships in the Healthcare Field
- Quality Management in the Healthcare Field
- Assessing Community Healthcare Needs
- Marketing Healthcare
- Managing Human Resources in Healthcare
- Managing Fiscal & Economic Resources in Healthcare
- Creating an Innovative Business Plan for Healthcare Service

Master of Business Administration
- Industry & Venture
- Business Planning
- Implementation, Actualization, and Evaluation

Business Programs Assessment Rubrics Example

Rubric for Assessment and Grading Criteria for Purpose 8 CA: Long-Term Planning

DESCRIPTION	EXCEEDS EXPECTED GOALS MAXIMUM OF 10	MEETS EXPECTED GOALS MAXIMUM OF 9	NEEDS IMPROVEMENT MAXIMUM OF 8	MEETS MINIMUM REQUIREMENT MAXIMUM OF 7	DOES NO THE MIN REQUIRE MAXIMUM
To what extent does the student provide analytical details of the CA project?	Detailed analyses provided in every category.	Less detailed analyses provided in every category.	Moderate analyses provided in every category.	Minimally acceptable analyses provided in every category.	Insufficient a provided thr student ba engaged in purpose
To what degree does the completed CA document contain all the required chapters? The required sections of the CA are: Table of Contents, Topic Statement, Work Setting, Situation Analysis, Problem or Needs Analysis, Plan of Action, Critical Logs, Background Research, Analysis by Dimension, Final Assessment, and Abstract. The parameters of these categories should be clearly outlined in the Purpose 8 handbook and/or in the CA Instructors' syllabus.	Contains all required sections, thorough and comprehensive. Contains 5 logs.	Contains all required sections, but some less detailed. Contains 4 logs.	Contains all sections but some are brief and vague. Contains 3 logs.	Some key sections missing and others are brief. Contains 2 logs.	Most section missing and present are
To what degree has the student considered integration of Self & Others dimension into the Constructive Action process?	Strong integration of Self & Others dimension into the CA.	Very good integration of Self & Others dimension into the CA.	Moderate integration of Self & Others dimension into the CA.	Minimal integration of Self & Others dimension into the CA.	No integratic & Others di into the CA.
To what degree has the student considered the integration of the Values & Ethics dimension into the Constructive Action process?	Strong integration of Values & Ethics dimension into the CA.	Very good integration of Values & Ethics dimension into the CA.	Moderate integration of Values & Ethics dimension into the CA.	Minimal integration of Values & Ethics dimension into the CA.	No integratic Values & Et dimension in CA.
To what degree has the student considered the integration of the Skills dimension into the Constructive Action process?	Strong integration of Skills dimension into the CA.	Very good integration of Skills dimension into the CA.	Moderate integration of Skills dimension into the CA.	Minimal integration of Skills dimension into the CA.	No integratic Skills dimen the CA.
To what degree has the student considered integration of the Systems dimension into the Constructive Action process?	Strong integration of the Systems dimension into the CA.	Very good integration of the Systems dimension into	Moderate integration of the Systems dimension into	Minimal integration of the Systems dimension into	No integratic Systems dir into the CA.

To what degree does the CA document effectively address issues related to the business plan and its components?	CA project directly and comprehensively addresses the creation and organization of the business plan.	A thoughtful analysis of the creation and organization of the business plan. All sections present, but less detailed.	Satisfactory attempt at analysis of the business plan. Sections are brief.	Vague and brief analysis of the Purpose.	Minimal evid analysis of c and organiz the busines some sectio missing and too brief.
To what degree is the CA document written in clear, coherent English, free of spelling and grammatical errors?	Excellent, effective, clear and error-free writing throughout.	Good command of written English but some grammatical and spelling mistakes still apparent.	Satisfactory command of written English with several grammatical and spelling mistakes.	Minimal command of written English with numerous grammatical and spelling mistakes.	CA Docume almost unin and has gla grammatica spelling mis
To what degree does the student exhibit Critical Thinking skills (the ability to identify a problem, to devise alternative solutions to the problem, to enact a reasonable logical plan of action, and to monitor/critically evaluate the success or failure of the proposed plan)?	Problem clearly defined. Plan of action enthusiastically enacted and documented.	Problem relatively well defined with sound plan of action .	Moderately defined problem with satisfactory plan of action.	Vaguely defined problem with unclear plan of action.	No real prob defined and plan of actio
To what extent does the student provide logical interpretation of results and draw valid conclusions supported by evidence?	Logical interpretation of results and valid conclusions fully supported by evidence.	Logical interpretation of results adequately supported by evidence.	Logical interpretation of results; results partially supported by evidence.	Unclear interpretation, of results; with minimal evidence.	Illogical or n interpretatio results.
To what degree does the student exhibit research skills commensurate with the college level? This includes following basic competencies: 1. To successfully obtain information from a number of different types of sources; 2. To distinguish relevant from irrelevant information; 3. To distinguish between credible vs. questionable sources;	Six or more sources consulted, critically evaluated with correct citations.	Five sources consulted but less detailed critical evaluation, correct citation provided.	Four sources consulted, with less detailed critical evaluation, correct citations.	Three sources consulted and minimally evaluated with some incorrect citations.	Two or fewe consulted, w evaluation a incorrect (or citations thro

4. To organize information into a comprehensive and coherent presentation, including the ability to summarize and critically evaluate source material; 5. To exhibit proper citation methodology wherever appropriate.					
To what degree is the student's work thorough, detailed and comprehensive?	All sections completed and presented in detail. Student has clearly demonstrated what was learned in the CA.	All sections completed but with less details. Student has mostly documented what was learned in the CA.	All sections completed but with moderate details. Student has modestly documented what was learned in the CA.	Some incomplete sections with minimum details and documentation about what was learned in the CA.	Most section incomplete hardly any and docume what was le the CA.
Degree to which student has identified a clear career path within the business context and has explored the requirements for success in this career path.	Path clearly defined. Plan thoroughly researched and enacted.	Path less clearly defined. Plan well reached and mostly enacted	Path moderately defined. Plan moderately researched and enacted.	Path minimally defined; plan minimally researched and enacted	Undefined p not logically researched enacted
Total Score for CA Average of the above ten categories		**Numeric Grade**		**Letter Grade**	

Dimensional (courses) Assessment Tool

Metropolitan College of New York - School for Business

Dimensional Assessment Course: Principles of Business - BUS 111 SYS
Academic Term and Year: Spring 2013
Faculty member: T. Depoo

Course Objective	Where/how it aligns with curriculum?	How objective will be assessed?
Explain the similarities and differences between public and private sectors, goods and service organizations, and other major business sub-categories	Week 1: Chapter 1 Week 3: Chapter 3 Week 9: Chapter 8 Week 13: Chapter 14	Exams Final Exams Term Project
Explain the role of entrepreneurs in the economy	Week 4: Chapter 4 Week 5: Chapter 5	Exams Final Exams Term Project
Describe the role of employees, customers and partners in the organizational setting	Week 3: Chapter 3 Week 6: Chapter 6 Week 7: Chapter 7 Week 9: Chapter 8 Week 11: Chapter 10	Exams Final Exams Term Project
Describe and interpret basic business and financial information in newspapers and periodicals	Week 5: Chapter 5 Week 14: Chapter 17	
Describe how organizations can act in a socially responsible manner in the production and delivery of their goods and services.	Week 1: Chapter 1 Week 2: Chapter 2 Week 3: Chapter 3	Exams Final Exams Term Project

BUS 111 SYS – Principles of Business

At the conclusion of this dimensional course, students should be able to:

1. Explain the similarities and differences between public and private sectors, goods and service organizations, and other major business sub-categories;
2. Explain the role of entrepreneurs in the economy;
3. Describe the role of employees, customers and partners in the organizational setting;
4. Describe and interpret basic business and financial information in newspapers and periodicals;
5. Describe how organizations can act in a socially responsible manner in the production and delivery of their goods and services.

Course Topics:

1. Exploring the World of Business and Economics
2. Being Ethical and Socially Responsible
3. Exploring Global Business
4. Choosing a Form of Business Ownership
5. Small Business, Entrepreneurship, and Franchises
6. Understanding the Management Process
7. Creating a Flexible Organization
8. Producing Quality Goods and Services
9. Attracting and Retaining the Best Employees
10. Motivating and Satisfying Employees and Teams
11. Building Customer Relationships Through Effective Marketing
12. Creating and Price Products That Satisfy Customers
13. Wholesaling, Retailing, and Physical Distribution
14. Understanding Information and E-Business
15. Using Accounting Information

Map of Topics to Objectives

Course Topics	Learning Objectives						
	1	2	3	4	5		
1	X				X		
2					X		
3	X		X		X		
4		X					
5		X		X			
6			X				
7			X				
8							
9	X		X				
10							
11			X				
12							
13	X						
14				X			

Mapping of Final Exam to Course Topics

Questions	Course Topics										
	1	2	3	4	5	6	7	8	9	10	11
1						X					
2						X					
3					X						
4		X									
5				X							
6					X						
7			X								
8					X						
9		X									
10										X	
11							X				
12										X	
13				X							
14						X					
15						X					
16						X					
17						X					
18						X					
19		X									
20	X										
21								X			
22									X		
23					X						
24				X							
25					X						
26									X		
27			X								
28		X									
29						X					
30						X					
31				X							
32			X								
33				X							
34								X			
35								X			
37								X			
38						X					
39						X					
40				X							
41						X		X			
42								X			
	1	4	3	6	5	8	5	6	2	2	0

<u>Data/Evidence in Support of this Standard.</u>

Peregrine Tests Data
The following table shows administration of the Peregrine Test to students in Undergraduate and graduate programs:

Bachelor of Business Administration (BBA)
      Assessment Period: 1/1/2014 - 5/28/2017
      Course: FLD 482 PCA Actualization of the Business Plan
      Number of Exams: 200

Bachelor of Business Administration (BBA) in Healthcare Systems Management
      Assessment Period: 1/1/2014 - 5/28/2017
      Academic Level: Bachelors
      Course: FLD 482 PCA Actualization of the Business Plan
      Number of Exams: 200

MBA Programs (General Management, Financial Service, Media Management, Healthcare Services and Risk Management)
      Assessment Period: 3/1/2015 - 5/28/2017
      Courses: MBA 615 SKI Managerial Accounting, MBA 735 SKI Managerial Finance
      Number of Exams: 204

QM Course Review data

Course Code	Course (Short) Title	QM Review Status
BUS 111 SYS	Principles of Bus	Reviewed Spring '15
BUS 121 SYS	Principles of Manage	To be reviewed SU17
BUS 351 SEL	Organization Theory	
BUS 471 SKI	Operations Management	
BUS 472 SEL	Intl Bus & Eco	
BUS 481 SYS	Strategic Planning	
ECO 231 SYS	Macroeconomics	
ECO 241 SYS	Microeconomics	
ECO 481 SEL	E-commerce	
ENG 361 VAL	Managerial & Bus Writing	Reviewed Fall '16
FIN 615 SEL	Human Focused Tech	Reviewed Spring '17
FIN 725 SYS	Corporate Finance	
FIN 725 VAL	Risk Management	
FIN 735 SEL	Contemporary Issues	
FIN 735 SYS	Investment Analysis	
GMT 615 SYS	IEB	
GMT 616 VAL	Business Law	
GMT 725 SEL	Marketing Flat World	Reviewed Summer '16
GMT 725 SYS	Org Behavior, Develop	Reviewed Spring '15
GMT 725 VAL	Project Leadership	
GMT 735 SEL	P, C, N, R	

|		
GMT 735 SYS	Innovation & Knowledge	
GOV CC 150	American Government	
HSM 121 SEL	Health Services Management	Reviewed Spring '15
HSM 241 VAL	Diversity in HC	Under Redevelopment
HSM 351 SKI	Principles of Psycho	Reviewed Summer '15
HSM 361 SYS	HealthCare HR Management	
HSM 471 SYS	Healthcare Financing	
HSM 481 SEL	Intro to Gerontology	
HSM 482 VAL	Regulatory Aspects	
HSM 615 SEL	HC Services Management	Reviewed
HSM 615 VAL	HC Policy & Legal	Reviewed Spring '15
HSM 725 SYS	HC Data ADS	Reviewed Summer '15
HSM 725 VAL	HC Risk & Quality Management	
HSM 735 VAL	Community HC	
LAW 351 SYS	Business Law	
MDM 615 SEL	New Media	Reviewed Fall '16
MDM 615 SYS	The Business and Eco	Reviewed Spring '15
MDM 725 SYS	Music and Publishing	
MDM 735 SYS	Managing Electronic	
MDM 735 VAL	Media, Culture & Society	
MGT 241 SEL	Entrepreneurship	
MGT 361 SEL	Human Res Management	
MIS 351 SKI	Principles of Project Management	Reviewed Fall '16
MIS CC 130	Computer Application	Reviewed Spring '16
MKT 231 SEL	Principles of Market	
MKT 361 SKI	Advertising and Publication	Reviewed Summer '16
PSC CC 140	Political & Economic	
SOC 121 SEL	Intro to Sociology	

Analysis

This document lists and explains the assessment methods used for determining whether the college and programmatic goals and the course objectives are being met. These assessment methods include both the *direct* (exams, tests, assignments, term papers) and *indirect* (course surveys, exist surveys) and the *internal* (exams and surveys) and *external* (MFT and Peregrine Tests) methods. The internal assessments further comprise the rubric-based CA assessments for each of the Purpose 1 through Purpose 8 and dimensional courses rubric-based grading criteria. The external tests (Peregrine) also include assessment of the CAs (10 questions) and the dimensional courses.

The internal assessments are performed regularly during the semester by the respective faculty against the assessment criteria specified by the instructors in the

course syllabi, and essentially includes periodic tests, mid-term and final exams, written assignments/term paper, and discussions (for online and hybrid courses). The outcomes of these assessments are discussed at the general faculty meetings regularly scheduled in the beginning of each semester. So far the most significant area for improvement emerged is *"writing skill".*

While the internal assessment methods (exams, tests, assignments/term paper) in the dimensional courses cover the course components, the external tests cover general areas of the program through questions selected form the Peregrine Test Bank (management, marketing, business, accounting, finance, business ethics, macro- and micro-economics, legal business environment, project management, leadership, statistics, business integration, and strategic management). Similarly, healthcare topics included in the Peregrine tests are US healthcare delivery system, community health, management of health organizations, healthcare law and ethics, healthcare information systems, and healthcare quality assessment.

Several areas for improvement have emerged from the Peregrine tests when compared with the regional data of similar schools. For business, these include almost all areas where the MCNY has lacked behind other colleges in the region. The results of these assessments are presented and discussed at the general faculty meetings along with the measures for improvement. The situation for the healthcare is no different, but the overall low scores could be that MCNY's healthcare program has different components, with more emphasis on HIT (Health Information Technology) and Purpose-Centered education model, rather than the traditional healthcare management programs. However, like the business program, these assessment results are also discussed at the general faculty meetings and their mitigation measures suggested.
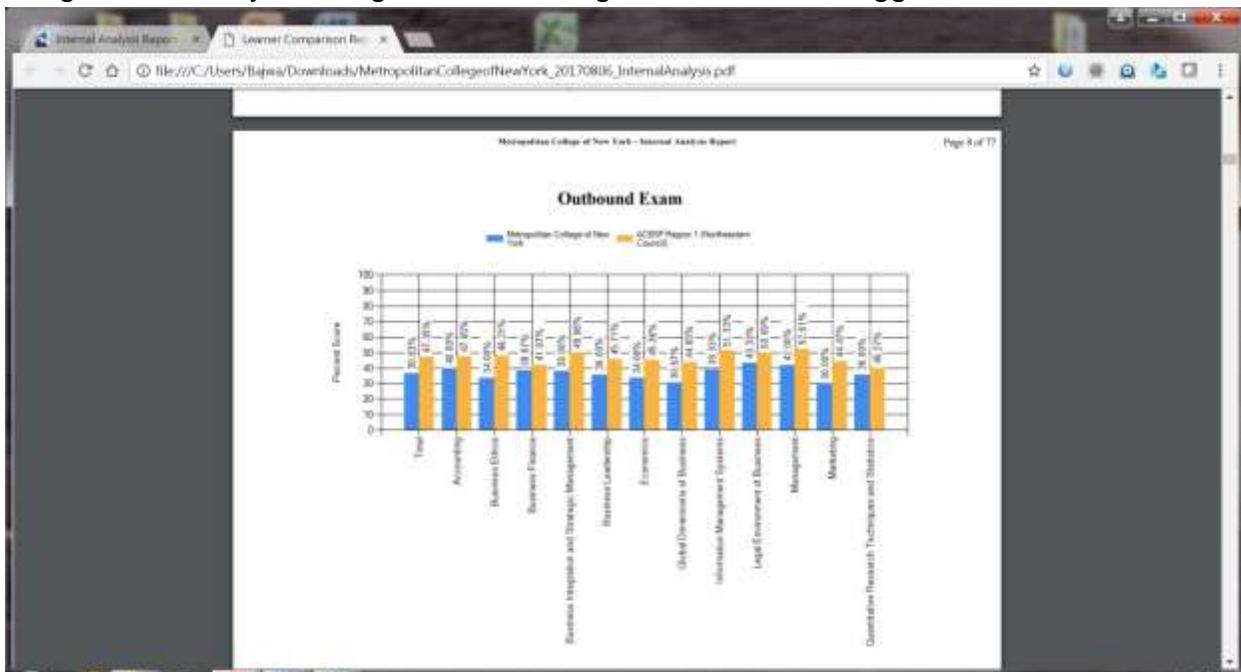
And for the healthcare:
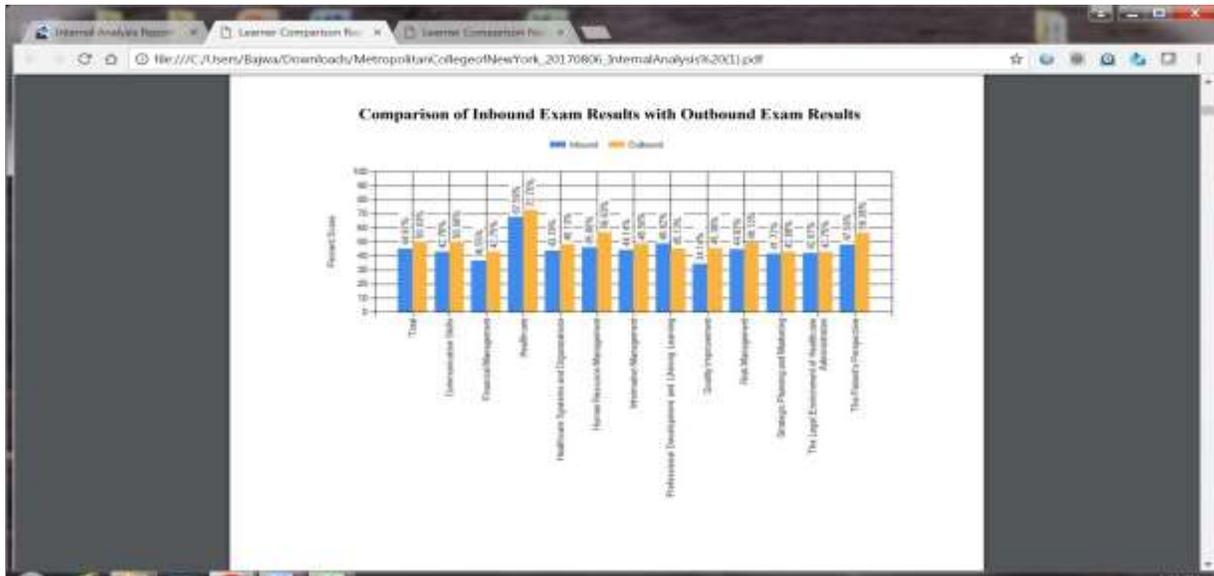
Since both the business and the healthcare courses include some online (and hybrid) courses, their parity with the established online course standards is gauged on the QM (Quality Matters, a peer review process) yardstick. The online courses are evaluated based on eight criteria: course overview, learning objective/competencies, assessment and measurements, instructional material, course activities and learner interaction, course technology, learner support, and accessibility and usability. The quality of the online courses is also monitored by regular surveys of the faculty and the students. At the end of semester, students also evaluate the faculty teaching the online courses on several aspects. The assessment initiated in 2015 is in continuum and conducted each semester twice, at the beginning of the semester for Purpose 1 and end of semester for Purpose 8. So for 15 of the 50 online, both form the business and healthcare prograsm, have undergone QM review and the improvements of the reviewers incorporated as shown below:

Course Code	Course (Short) Title	QM Review Status
BUS 111 SYS	Principles of Bus	Reviewed Spring '15
BUS 121 SYS	Principles of Manage	To be reviewed SU17
ENG 361 VAL	Managerial & Bus Writing	Reviewed Spring '17
GOV CC 150	American Government	Reviewed Summer '16
HSM 121 SEL	Health Services Management	Reviewed Spring '15
HSM 481 SEL	Intro to Gerontology	Reviewed Spring '15
HSM 482 VAL	Regulatory Aspects	Under Redevelopment
HSM 615 SEL	HC Services Management	Reviewed Summer '15
LAW 351 SYS	Business Law	Reviewed
MDM 615 SEL	New Media	Reviewed Spring '15
MDM 615 SYS	The Business and Eco	Reviewed Summer '15
MGT 241 SEL	Entrepreneurship	Reviewed Fall '16

MGT 361 SEL	Human Resources Management	Reviewed Spring '15
PSC CC 140	Political & Economic	Reviewed
SOC 121 SEL	Intro to Sociology	Reviewed Spring '17

As inferred from the online course surveys, majority of the students have expressed satisfaction with the online courses at par with the onsite courses.

I conclusion, the courses and programs are undergoing continuous review both for improvements in contents and assessment methods, as well their alignment with the Program, School and the College goals.

Recommendation

Some of the recommendations emanated for theses assessments are:

Writing Skills

- Improvement in writing skills.

- The college has constituted a tasked with framing recommendations for improving the writing skills whose recommendations are awaited.

- A group of faculty has offered to present their recommendations on the next general faculty meeting.
- LEC (Learning Enhancement Center) has recruited more writing specialists to help students improve their writing skills.

Dimensional Course Contents

- The Peregrine tests will continue to be administered and the faculty teaching the dimensional courses apprised of the weaker areas of the dimensional courses for emphasis on improvement.