

Basic Program Information**Department Name:** BUSINESS ADMINISTRATION**Division Name:** Business and Social Sciences**Program Mission(s):**

Foothill College's Business Department and Entrepreneurship Program prepare students with the business knowledge, skills, and leadership qualities necessary to compete in the global market in the 21st Century. Our business administration program integrates entrepreneurship, technology, and international business themes across the business curriculum to provide all students with the foundation to succeed in business-related roles, whether for transfer to 4-year educational institutions and/or for workforce development.

Please list all Program Review team members who participated in this Program Review:

| Name | Department | Position |
|-----------------|-------------|--------------------------------------|
| Marguerite Will | Busi | Professor |
| Jose Nava | Actg / Busi | Professor / Interim Busi Dept. Chair |

| | |
|--|---|
| Total number of Full Time Faculty: .55 | Prof. Will (on Article 18) Prof. Violett (on LT Disability Retirement) |
| Total number of Part Time Faculty: 15 | Prof. Nava (on temporary, part-time assignment in Business) |

| |
|---|
| Please list all existing Classified positions: None |
| Example: Administrative Assistant I |
| |

List all Programs* covered by this review & check the appropriate column for program type:

| Program Name | Certificate of Achievement Program | Associate Degree Program | Pathway Program |
|--------------------------------|------------------------------------|--------------------------|-----------------|
| Business Administration | | AA | |
| Business International Studies | | AA | |
| | | | |

* If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review (i.e. Integrated Reading and Writing, Math My Way, etc.) You will only need to address those data elements that apply.

Section 1: Data and Trend Analysis

a. Program Data:

Data will be posted on <http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. You must manually copy data in the boxes below for every degree or certificate of achievement covered by this program review.

| Transcriptable Programs | 2011-2012 | 2012-2013 | 2013-2014 | % Change |
|---------------------------------------|-----------|-----------|-----------|----------|
| <i>Business Administration</i> | 20 | 39 | 38 | -2.5 |
| <i>Business International Studies</i> | 4 | 2 | 2 | 0.0 |
| <i>Bus Tech / Off Adm: General</i> | 0 | 1 | 0 | -100.0 |

Note: A new Certificate of Achievement in Entrepreneurship (with multiple emphases) will be proposed by the June 2015 curriculum deadline.

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data; you are responsible for tracking this data.

| Non-Transcriptable Program | 2011-2012 | 2012-2013 | 2013-2014 | % Change |
|--|-----------|-----------|-----------|----------|
| Career Certificate in E-Commerce & Electronic Business | 0 | 0 | 0 | 0 |
| Business Management Career Certificate | 0 | 0 | 0 | 0 |
| Entrepreneurship Career Certificate | 0 | 0 | 0 | 0 |
| Marketing Career Certificate | 0 | 0 | 0 | 0 |

Note: all current non-transcriptable certificates will be deactivated in the current 2014-2015 academic year. In their place, a new Certificate of Achievement in Entrepreneurship will be proposed by the June 2015 curriculum deadline.

If you have a non-transcriptable certificate that serves a workforce need, and/or has external certification, please provide a brief narrative explaining the industry need for this certificate, and attach any supporting data. [Not Applicable, see note above](#)

If it does not have external certification, and/or is not a workforce program, please provide a brief narrative justifying the need for a certificate that is not state approved, and attach any supporting data.

b. Department Level Data:

| | 2011-2012 | 2012-2013 | 2013-2014 | % Change |
|--------------------|-----------|-----------|-----------|----------|
| Enrollment | 1,601 | 2,137 | 2,333 | 9.2 |
| Enrollment Online | 510 | 816 | 1,284 | 57.4 |
| Enrollment BSS | 29,404 | 30,430 | 31,210 | 2.6 |
| Enrollment COLLEGE | 133,048 | 125,220 | 127,546 | 1.9 |

| | | | | |
|---|-------------------|---------------|---------------|-----------|
| Enrollment COLLEGE Online | 33,001 | 33,551 | 37,019 | 10.3 |
| WSCH | 6,949 | 9,482 | 11,778 | 24.2 |
| WSCH Online | 2,368 | 4,001 | 7,095 | 77.3 |
| WSCH BSS | 130,006 | 135,627 | 139,286 | 2.7 |
| WSCH COLLEGE | 622,175 | 578,379 | 591,415 | 2.3 |
| WSCH COLLEGE Online | 168,443 | 156,275 | 176,184 | 12.7 |
| Productivity (College Goal 2013-14: 535) | 538 | 470 | 576 | 22.6 |
| Success - Busi | 1076 (71%) | 1594 (75%) | 1712 (73%) | -2.0 |
| Success BSS / College | (71%) / (78%) | (70%) / (77%) | (71%) / (77%) | 1.0 / 0.0 |
| Success - Targeted Groups - Busi | 273 (61%) | 470 (70%) | 490 (66%) | -4.0 |
| Success - Targeted Groups BSS/College | (60%) / (78%) | (59%) / (77%) | (60%) / (77%) | 1.0 / 0.0 |
| Success - Online - Busi | 331 (69%) | 538 (66%) | 909 (71%) | 5.0 |
| Success - Targeted Groups Online - Busi | 94 (56%) | 163 (58%) | 279 (64%) | 6.0 |
| Success - T Groups BSS/College Online | (55%) / (55%) / (| (55%) / (58%) | (56%) / (60%) | 1.0 / 2.0 |
| Full-time FTEF | .1 | 1.4 | 1.9 | 36.8 |
| Part-time FTEF | 4.0 | 4.7 | 3.7 | -21.4 |

c. Associate Degree Transfer (ADT)

There is a fall 2014 legislated deadline for approval of ADTs (AA-T/AS/T degrees). **If there is a Transfer Model Curriculum (TMC) available in your discipline/program, you are required to offer an approved AA-T/AS-T.** Indicate the status of your program's ADT:

| Check one | Associate Degree Transfer Status |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | State Approved |
| <input type="checkbox"/> | Submitted to State Chancellor's Office |
| <input type="checkbox"/> | Submitted to Office of Instruction |
| <input type="checkbox"/> | In Progress with Articulation |
| <input type="checkbox"/> | Planning Stage with Department |
| <input type="checkbox"/> | Not Applicable |

If you are required to offer an approved ADT and it has not been state-approved, please comment on the program's progress/anticipated approval date.

Using the prompts and the data from the tables above, provide a short, concise narrative analysis for each of the following indicators. If additional data is cited (beyond program review data sheet), please indicate your data source(s).

- d. Enrollment trends:** Over the last three years, is the enrollment in your program holding steady, or is there a noticeable increase or decline? Please comment on the data and analyze the trends.

The year-over-year increase in enrollment by the business department was 9.2% (46% increase over the prior 2 years). Similarly, WSCH has increased by over 24%. Much of the increase may be attributable to our increased online offerings. We made a

concerted effort to develop new courses (Busi 53A, Busi 59A, Busi 59B) and to add online sections to established courses (Busi 11, Busi 18, Busi 22).

- e. Student Demographics:** Please comment on the enrollment data, comparing the program-level data with the college-level data. Discuss any noticeable differences in areas such as ethnicity, gender, age and highest degree.

For 2014-2015 overall enrollment for the college (127,546) and the BSS Division (31,210) represent a slight increase of 2.6% and 1.9%, respectively. In the same academic year, the Business Department's enrollment increased by 196 (2,137 to 2,333), a 9.2% increase. The department's increase online was higher at 57.4% (816 to 1,284), an absolute increase of 468. It appears that much of the overall departmental increase was a result of the additional online offerings mentioned above, under part d.

With respect to enrollment by ethnicity, no significant shifts are reflected in the data. The three largest representations are white, asian, and latino at 30%, 27%, and 20%, respectively.

| Enrollment Rates by Ethnicity | 2011-2012 | 2012-2013 | 2013-2014 | % |
|-------------------------------|---------------------|--------------------|--------------|-------------|
| African-American | 111 (7%) | 145 (7%) | 177 | 8% |
| Asian | 442 (28%) | 571 (27%) | 626 | 27% |
| Latino | 294 (18%) | 444 (21%) | 455 | 20% |
| White | 516 (32%) | 684 (32%) | 703 | 30% |
| Other** | 238 (15%) | 293 (14%) | 372 | 16% |
| TOTAL | 1,601 (100%) | 2,137(100%) | 2,333 | 100% |

NOTE: 2011-2012 and 2012-2013 shown to provide a reference points; data reconstructed from the success tables for 2013-2014 (no historical data kept on instructional office website)

*N/A: Data not available

** combined categories: Decline to State, Filipino, Native American, Pacific Islander

Generally, 2014-2015 overall success rates for the college (77%) is higher than for the Business Department (73%), which, in turn, is slightly higher than for the BSS Division (71%). In terms of the success rate for targeted groups, there are wider differences both by level (college, division and department) and across time. The College success rate for the current academic year for targeted groups was 77%, while the BSS Division's and the Business Department's rate stood at 60% and 66%, respectively. This means that there is a substantial differential between the college and the BSS Division (-17%) success rates. The Business Department's differential vis-a-vis the college is -11%. The lower success rate in the BSS Division as a whole may be attributable to the higher percentage of online classes as compared to the college total. Online classes have historically higher non-success rates due to a variety of factors.

The differential between the BSS Division as a whole and the Business Department within the online learning environment is not as significant. The college (60%), the BSS Division (56%), and the Business Department's success rates for targeted groups - online - were within 8% of each other. Apparently, the success rates of business department students is effectively the same whether they take classes online (64%) or traditionally (66%).

There are no significant differences in success rate by gender. There is a significant differential by age group. The 25-39 cohort appears to be succeeding at lower rate (69%) than other age groups, which average is at about 75%.

Returning to the business department overall success rate differential of -11% when compared with the college, a further breakdown by group shows the following:

| Success Rates by Ethnicity | 2011-2012 | % | 2012-2013 | % | 2013-2014 | % | % Change |
|----------------------------|-----------|----|-----------|----|-----------|----|----------|
| African-American | 47 | 46 | 88 | 61 | 106 | 60 | -1.0 |
| Asian | 352 | 80 | 453 | 79 | 480 | 77 | -2.0 |
| Latino | 189 | 66 | 317 | 71 | 303 | 67 | -4.0 |
| White | 352 | 70 | 518 | 76 | 527 | 75 | -1.0 |
| Other** | 163 | | 218 | | 296 | | |
| TOTAL | 1,076 | 71 | 1,594 | 75 | 1,712 | 73 | -2.0 |

NOTE: 2011-2012 and 2012-2013 shown to provide a reference points; data reconstructed from the success tables for 2013-2014 (no historical data kept on instructional office website)

*N/A: Data not available

** combined categories: Decline to State, Filipino, Native American, Pacific Islander

The college's success rates in 2013-2014 by ethnicity are African American (60%), Asian (81%), Latino (69%), and White (80%). It is apparent that the differential between the college and the business department's success rate by targeted groups is sourced to differential within the Asian (-4.0), Latino (-2.0), and White (-5.0) cohorts.

- f. **Productivity:** Although the college productivity goal is 535, there are many factors that affect productivity, i.e. seat count/facilities/accreditation restrictions. Please evaluate and discuss the productivity trends in *your program*, relative to the college goal and any additional factors that impact productivity. If your productivity is experiencing a declining trend, please address strategies that your program could adopt to increase productivity.

For the past 3 years, Bus. Dept. productivity reflected the College average in 2011-12 (538), dipped to 470 in 2012-13, and came up to 576 in 2013-15, an improvement of 22.6%, year over year -- significantly above the College and BSS Division averages of 508 and 551, respectively. We have offered classes during the 2 summer sessions and have offered additional online and hybrid-mode classes/sections.

- g. **Course Offerings:** Review the enrollment trends by course and consider the frequency, variety, demand, pre-requisites, etc. If there are particular courses that are not getting sufficient enrollment or are regularly cancelled due to low enrollment, please discuss how your program is addressing this issue.

Core Courses

Our core courses are Busi 11, 18, 22, 53A, and 59. In the case of Busi 11, 18, and 22 enrollment and productivity is either increasing significantly (busi 11, 18) or steady (busi 22). Refer to data table shown below.

In the case of busi 53A, the course was added to our curriculum, as part of the development of the ADT in Business proposal. As such, it will need some time for the class to get off the ground, so to speak. Although, it is part of the ADT, it is an elective and competes, in that same area, with Busi 11.

With respect to Busi 59, the course needs to be revamped. It's content can be improved to align with the new themes (entrepreneurship, technology, international business) currently being adopted by the business department. Anecdotally, there is much demand, but it has not materialized with higher enrollment numbers. The class should be redesigned and taught by an instructor with current or recent industry experience in marketing and one who can integrate the new themes. Additionally, the course should be offered online to widen access to those who may not be able to attend the class traditionally. An instructor who teaches this class must have a demonstrated ability to teach this class online in a pedagogically-appropriate manner.

Note: as of the start of the Winter Quarter (2015), the Busi 59 class is showing vast improvement with respect to enrollment. The class is full for the first time in many years. The new instructor (the Dean in our division) has the industry experience and recognition to have attracted more than enough students to fill the class.

Non-Core Courses

Busi 19, 53, and 57 are courses that are offered once or twice each academic year. However, similarly to the comments above for Busi 59, these courses should be redesigned and taught both traditionally and online by instructors that have both first-hand industry experience and who can teach these courses in a pedagogically-appropriate manner - both online and traditionally.

Busi 59A and 59B were both designed and delivered online by an instructor with first-hand industry experience and who integrated the entrepreneurship and technology themes. Additionally, it was designed to be taught online in manner that required hands-on and collaborative projects, bringing the subject to life and making the topics relevant to students and aligned with industry demands. As a result, both enrollment and productivity are very healthy.

Busi 61, 62, 64, and 95E were not offered in the 2013-2014 academic year for a variety of reasons. Busi 61 has been redesigned as of November 2014. It is currently in Review1 in the CMS process. Busi 64 has been deactivated. Busi 95E will be redesigned and will be the main course in the international business emphasis within the proposed Certificate of Achievement in Entrepreneurship which will become effective in the Fall of 2016. Currently, there is no instructor who can teach Busi 62. Further review of need for this class will be undertaken in the current academic year.

Busi 90A has improved substantially over the last year and continues to do well in the 2014-2015 academic year. Similarly to Busi 59A and 59B, the course is now taught by someone with industry and teaching experience. However, the course should be added to our online offerings. To make this happen, the current instructor (or an additional instructor) should design the course, accordingly.

Busi 91L should be discussed in the current academic year to determine how to improve productivity.

Busi 95 is currently undergoing a redesign. Additionally, the course will be taught online for the first time in the Winter of 2015. Enrollment is already showing significant improvement over prior years.

| | 2011-2012 | | 2012-2013 | | 2013-2014 | | % Incr. |
|------------|-----------|-------|-----------|-------|-----------|-------|--------------|
| BUSI | Enroll. | Prod. | Enroll. | Prod. | Enroll. | Prod. | Enroll/Prod |
| 11^ | | | 236 | 591 | 449 | 912 | 90 / 54 |
| 18^ | 229 | 573 | 272 | 582 | 460 | 576 | 69 / -1 |
| 19 | 26 | 347 | 24 | 320 | 24 | 320 | 0 / 0 |
| 22 | 699 | 518 | 816 | 456 | 682 | 569 | -16 / 25 |
| 34H/54H | 42 | 496 | 30 | 234 | 24 | 374 | -20 / 60 |
| 53** | 82 | 547 | 76 | 338 | 43 | 287 | -43 / -15 |
| 53A* | | | | | 17 | 255 | |
| 57*** * | 21 | 560 | 47 | 635 | 28 | 747 | -40 / 18 |
| 59 | 128 | 569 | 174 | 468 | 143 | 476 | -18 / 2 |
| 59A*^ | 32 | 478 | | | 87 | 653 | |
| 59B*^ | | | 15 | 225 | 39 | 586 | 160 / 160 |
| 61 | 42 | 627 | | | | | |
| 62 | 0 | 0 | 15 | 224 | 0 | 0 | -100 / -100 |
| 64 | | | 2 | 0 | | | |
| 90A | | | 15 | 200 | 49 | 218 | 9 / -19 |
| 91L | 272 | 629 | 268 | 510 | 217 | 482 | -19 / -6 |
| 95 | 81 | 360 | 135 | 364 | 71 | 316 | -47 / -13 |
| 95E | | | 12 | 179 | | | - 100 / -100 |

*new course in 2012-2013 or 2013-2014

** offered once a year or every two years part of both International and Business Admin.

***missing data for ADVT 57

^ more sections online or offered online for the first time in 2012-2013, 2013-2014

- h. Curriculum and SLOs:** Comment on the currency of your curriculum, i.e. are all CORs reviewed for title 5 compliance at least every five years and do all prerequisites and co-requisites undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance (Please use reports from the Curriculum Office to help you complete this prompt)?

All Business Dept. courses have been checked for title 5 compliance and currency every year with assistance by the Curriculum Committee. Our courses are reviewed yearly to include changes in prerequisites & advisories as needed. At regular monthly BSS Division meetings, faculty are reminded to continue working on curriculum revision updates and to meet deadlines.

i. Curriculum and SLOs: What are you doing to ensure that your curriculum is congruent with the most recent developments in your discipline?

Each adjunct content specialist and teaching professional draws from their own updating resources, ranging from current work assignments to consulting to participating in various business ventures and keeping in touch with real-world work experience – much as an entrepreneur would. The most used method for keeping up with recent developments in our Bus. Dept. disciplines has been for each instructor to select resources that update and provide networking opportunities and share with the others at a monthly dept. meeting (if possible to attend).

Examples include attending local networking meet-ups with Silicon Valley leaders; conferences (live and online) of professional associations/organizations (such as League/Innovation Conference & specific organizations in management, marketing, international business, etc.); reading professional association journals (such as Natl. Assoc. for Comm. College Entrepreneurship, American Marketing Assn.) for each specific discipline, follow current business news (Forbes, Inc., Fortune, Business 2.0, Entrepreneur, Fast Company, Wall St. Journal, etc.); participate in professional networking within a local community (i.e., legal, technical, management, marketing associations or special projects).

Over the past three years the Business Dept has worked with ad hoc advisory boards to help with brainstorming, ideating concepts for an entrepreneurship incubator/accelerator and certificate program that gets students involved with hands-on learning through mentored activities.

We also have the Foothill BEAC (Business, Entrepreneurship, Accounting Club) which meets weekly and participates in mentored activities such as Investopedia competition, annual Business Plan/Elevator Pitch competition across several colleges, and activities with the Krause Center for Innovation on campus (marketing mailing, helping with business plan software projects, entrepreneurship library were in the Krause Center computer lab). Guest speakers from the community (i.e., startup entrepreneurs, Small Bus. Admin. Representative, etc.) and a social networking website are other ways of staying updated as to what our students need and want, in addition to updating the content of our transferable courses.

j. Innovation: Please comment on any innovative initiatives within your program, this could include areas regarding sustainability, stewardship of resources, collaboration, grants and/or curriculum.

The Bus. Dept. currently has 0 FT faculty (1 on Article 18, 1 on LT Disability Retirement), 15 adjuncts, and an acting Bus. Dept. chair from Accounting Dept. sustaining the Business program on an agile project management basis, managing the existing (yet changing to keep updated) program design by critical thinking and creative problem

solving to build activities for our students and dept. configuration in a very flexible manner as needed incrementally.

Resources & Collaboration: The adjuncts are paid to teach. Several participate voluntarily in meetings and other pro bono activities, and a couple had been working with the former BSS Dept. Chair on developing the Entrepreneurship incubator/accelerator concept, related programs, and community outreach. An external Bus. Dept. Website has been set up in Fall 2014 in Etudes (learning management system) by the acting dept. chair to inform adjuncts of the many compliance areas for instructors at Foothill College (i.e., teaching procedures in live/online classes, course outlines of record, student learning outcomes, syllabus guidelines, working on the dept's Comprehensive Program Review update, developing new courses & certificate of achievement in Entrepreneurship, and promoting business classes each quarter. Since not all adjuncts checked in to this collaborative website throughout the quarter, an active project leader is needed who has the vision and passion to manage the resources in this time of transition.

Grants/Curriculum: While all faculty/adjuncts in BUSI Dept. can continue working on keeping our curricula updated and fitting the needs of the 'real world' of academic transfer, workforce preparation, and entrepreneurial skills, it will take a visionary, assigned project leader (not assigned to teaching) to manage overall grants and other activities that go beyond instruction.

We are in the midst of an upgrade to our business curriculum. The business department has over the last few years developed an entrepreneurship focus. Given our location in Silicon Valley and its reputation as the global entrepreneurship geo epicenter, the department has made headway in positioning itself as a place for students to learn about entrepreneurship. The concept of entrepreneurship is especially in demand with our international student body - one of the stated primary reasons for them choosing to attend Foothill College.

Our upgrade to our coursework reflects an entrepreneurship theme pervasively designed into our courses. For example, selected faculty teaching Busi 22 have included a substantive set of what are referred to as Entrepreneurship Building Blocks - which provide students with directed, hands-on tasks that teach students how to think and execute parts of a business plan.

These building blocks are at an introductory level, which serve as foundation learning outcomes that then bridge busi 22 to other current and planned courses in our business curriculum, including Busi 53, 59, 59A, 59B, 60 (new for fall 2015), 90A, 95, and 96 (new for fall 2015). Note that Busi 90A and/or 96 will be the capstone course (s) for those students who will pursue certification in entrepreneurship.

Similarly, two other themes (technology and international business) will also be integrated across our curriculum over the next few years, assuming the department is provided with the necessary resources to accomplish this objective.

The department will be submitting a proposal for a new Certificate of Achievement with multiple emphases, including High Tech and International Business - replacing our current non-transcriptable certificates.

Note that the curriculum redesign will include the following elements, based on an ACTION LEARNING philosophy that addresses the current and future trends in technology:

- collaborative, hands-on, authentic projects
- self-regulated, critical reflective practices for deep learning
- social media, localized, mobile technology (SoLoMo)

The remodel of the business department has two phases, the curriculum, described above, and The Foothill Knowledge, Analytics, and Innovation Academy (Innovation Academy). The Innovation Academy will both align and complement the curriculum. The Innovation Academy will offer a variety of services and resources (based on a report from Hanover Research on Community College Entrepreneurship Center Models):

- non-credit courses in small business management and entrepreneurship
- consultations services
 - business plan development, financials, presentations
 - connecting clients with external partners for monetary and non-monetary resources
 - business incubators
 - Small Business Development Center (SBDC by the SBA)
 - corporate or philanthropic sponsors

Section 2: Student Equity and Institutional Standards

As part of an accreditation requirement, the college has established institution-set standards across specific indicators that are annual targets to be met and exceeded. Please comment on how these indicators compare at your program level and at the college level. (For a complete description of the institutional standard, please see the instructional cover sheet)

a. Institutional Standard for Course Completion Rate: 55%

Please comment on your program's course success data, including any differences in completion rates by student demographics as well as efforts to address these differences.

In 2013-14 the On-Campus completion rate for Business classes was 73% (2 percentage points lower than in 2013-13 but 2% higher than 2011-12); the Online completion rate was 71% (an increase of 5% over 2012-13 and 2% over 2011-2012).

As for student demographics in On-Campus Business courses, their 2013-14 success rate was 66% in targeted groups and 77% in non-targeted groups, which are lower than course success in previous years but higher than the College average of 55%.

For Online Business classes, the 2013-14 completion rate for targeted groups was 64%, compared with 74% in non-targeted groups, both higher than the College institutional standard for course completion of 55%.

The Business Dept. has implemented more hybrid courses during 2014, which may have contributed to a rise in success.

b. Institutional Standard for Degree Completion Number: 450

Has the number of students completing degrees in your program held steady or increased/declined in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

While the year-over-year number of awards in Associate of Arts (AA) Degrees in Business Administration and Business International remained effectively unchanged for 2013-2014 (39 to 38, 2 and 2, respectively), there is a significant increase in the AA in Business Administration over the past 2 years. The number of awards in 2011-2012 was 20. Two years later, the number of awards numbered 38.

It is hoped that with the remodel of the business department, the number of AA's in Business Administration will increase, while the number of AA's in Business International Studies will decline, since we will be proposing a Certificate of Achievement in Entrepreneurship with one of the emphases being International Business - mostly export-import related.

c. Institutional Standard for Certificate Completion Number (Transcriptable): 325

Has the number of students completing certificates in your program held steady, or increased/declines in the last three years? Please comment on the data, analyze the trends, including any differences in completion rates by student demographics.

There are no transcriptable certificates of achievement in the business program. However, we will be proposing a Certificate of Achievement in Entrepreneurship with one of the emphases being International Business, to be effective in the Fall of 2015 or 2016, depending on the college and State approval process.

d. Institutional Standard for Transfer to four-year colleges/universities: 775

Based on the transfer data provided, what role does your program play in the overall transfer rates? Please comment on any notable trends or data elements related to your program's role in transfer.

We have no firm data on this. The Business Program serves a large number of transfer students and contributes significantly to the overall college transfer rates. In addition, with the addition of the ADT in Business approved recently, we should

see students choosing to receive the ADT in Business who possibly now opt for the Social Sciences General Degree or who transfer without receiving a degree.

Section 3: Core Mission and Support

Please address all prompts that apply to your program.

Basic Skills Programs (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php>

- a. Please comment on progression in sequenced courses, including ladder programs, alternative pathways and supplemental instruction. How successfully do students progress through the course sequence or pathways?

Business Admin and International Studies are not basic skills.

- b. Based on your analysis of student success in these pathways, what initiatives or strategies are being considered to increase student success?

We recommend advisory courses and other skills preparation for most of our courses and expect enrolled students to come prepared to read, write, use computational skills and software, conduct Web research, and to practice critical thinking/analysis in writing essays/projects, use computations for financial literacy, and to work collaboratively on teams as needed to develop skills to use for college, transfer, careers, and entrepreneurship.

Additionally, we plan to redesign selected courses (as shown below) to allow for deeper learning through the use of an “action learning” philosophy and methodology, which will allow for self-regulation, authentic assessments, and critical reflection.

Transfer Programs: For more information about the Core Mission of Transfer, see the Transfer Workgroup website: <http://foothill.edu/president/transfer.php>

- c. Please analyze and discuss the available Transfer data regarding your programs, and discuss strategies or initiatives to improve transfer rates.

We categorize our coursework into 2 groupings: Transfer-track (T) and Career-Track (CTE). We offer a robust curriculum which addresses the various academic objectives of our students, namely, transferring to a 4-year institution to continue their studies, to gain employment or to advance within their current job or career. In some cases, students or working adults desire to start or learn to better manage their own business.

The scope of our offerings is wide, ranging from accounting to technology to law to international business and entrepreneurship . A more useful way to categorize our coursework may be functionally as shown below. This functional categorization will provide a more readily way to discern how our offerings address the transfer (T) and workforce (CTE) missions of our institution.

Foundation Core courses:

Busi 11 Intro. to Information Systems (see below) [T]
Busi 18 Bus. Law I [T, CTE]
Busi 22 Principles of Business [ADT in Busi, T, CTE]
Busi 53 Survey of Intl. Business (redesign planned) [T]
Busi 53A Bus. Communication/Technology [ADT in Busi, CA in Web Technologies (PSEM/Fine Arts/Busi), T, CTE]
Busi 59 Principles of Marketing (redesign planned) [T, CTE]
Note: new course in process: Busi 60: Fundamentals of Finance [T, CTE]

Management courses:

Busi 19 Bus. Law II [T]
BUSI 59B E-Business [T, CTE]
Busi 70 Bus. & Professional Ethics [T]
Busi 90A Principles of Management (redesign planned) [T, CTE]
Busi 95 Entrepreneurship & Small Bus. Mgt. (redesign in process) [T, CTE]
Busi 95E Small Business Export & Import (redesign planned) [T, CTE]
Note: new course in process: Busi 96: STARTING & MANAGING A SMALL BUSINESS IN THE SILICON VALLEY

Marketing courses:

Busi 57 Principles of Advertising [T, CTE]
BUSI 58 Survey of International Marketing (redesign planned) [T, CTE]
Busi 59 Principles of Marketing (redesign planned)
Busi 59A Web Marketing [T, CTE]
Busi 62 Principles of Salesmanship [T, CTE]

Business Technology courses:

Busi 11 Intro. to Information Systems [T]
Busi 91L Intro. to Business Info. Processing [T, CTE]

Other courses: Busi 61 Investment Fundamentals (redesign in process) [T, CTE], Accounting 1A, 1B, C [T, CTE]; Accounting 53 Financial Statement Analysis [T, CTE]; and Econ 1A, 1B [T].

d. Please analyze and discuss Articulation data regarding this program.

Business 11, 18, 19 and 22 are all fully articulated to both UC and CSU systems. Business 53, 53A, 54H, 57, 58, 59, 59A, 59B, 61, 62, 70, 90A 91L, 95 and 95E are all transferable to the CSU system. Our course courses serve the transfer needs of many students who are seeking transfer in many disciplines throughout the campus and we expect with the ADT in Business in effect, many students will opt for this degree since they are taking the required courses.

Workforce Programs: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php>

e. Discuss how this program continues to meet a documented labor market demand?

Business Administration courses include a variety of workforce preparation skills and can be categorized into Transfer-track and Career-track. Most students enter the workforce as employees and need to have had preparation for the business world not only by improving basic skills (i.e., critical thinking, communication, using the computer) but also by learning basic business concepts such as an understanding of the various areas of business (i.e., survey principles of marketing, management, finance & investments, business law, entrepreneurship, and professional ethics) and applying what was learned to real-world work life situations.

f. Analyze your program in relation to other programs in our region, defined as San Mateo and Santa Clara counties.

According to the **November 2014 Bus. Administration Program Report for Santa Clara & San Mateo Counties**, Foothill College has 40 degree/certificate completions, while 4 of the other local community colleges (i.e., De Anza, Evergreen Valley, West Valley, San Jose City, Skyline College, Canada College, College of San Mateo, Mission College, and Gavilan College) had 71-106 completions; 5 had completions ranging from 40 down to 3. That puts Foothill (Santa Clara County) and Skyline (San Mateo County) at the midpoint within the overall range among all local community colleges in our area.

g. Discuss any job placement and/or salary data available for your students after graduation.

The above-mentioned report (p. 6) listed 24 related regional programs allowing entry to business administration in 2013 and 4,029 completions and indicated the Top Ten Compatible Occupations for Bus. Admin. Associate's degree or less. Online info. from Dice.com, Monster.com, BAjobs.com, etc. would all supply job placement/salary data.

h. Please analyze and comment on average salary/wage data in the region, defined as San Mateo and Santa Clara counties.

In the above report (p. 9), median hourly earnings for Bus. Admin. Associate's degree or less mentioned \$22-\$50/hr. Average salary/wage data in this region does not necessarily guarantee that students will get the amounts given, nor that they will be working in this local area (for example, we have online students from other cities/states taking a class or more that will transfer to their institution in another region).

- i. **Program accreditation:** If applicable, please describe your program accreditation: the agency, the frequency of the process and the current status of the program by the accrediting body.

Not Applicable

- j. **Service to the community:** Please describe community service, outreach and special projects or initiatives that the program provides.

Students in marketing classes help the Krause Center teacher-training program prepare their bulk mailing once a quarter. Some students volunteer at the Krause Center computer lab reception desk and provide some assistance to students working on business plan software in the lab and using the Entrepreneur Center office reference materials.

As part of the business program redesign, our ACTION LEARNING methodology will require students to apply their learning in hands-on, collaborative projects both within the college and externally in the larger community.

- k. **Outcomes assessments:** If applicable, please describe additional means of outcomes assessment for the program, such as graduate surveys, alumni surveys, employer surveys, national and state licensing board exams, etc.

None currently. However, the workforce committee is encouraging its members to develop a set of measurements to either directly assess or to proxy job attainment. The business department will develop such a set of measurements which can then be used as additional means of outcomes assessment(s) for the program.

- l. **Please attach minutes from your advisory board meeting(s) and discuss key issues, outcomes and action plans as a result of these meetings.**

While an advisory board meeting was held, the minutes to the meeting are not available at this time due to the program faculty leave mentioned above.

Section 4: Learning Outcomes Assessment Summary

- a. **Attach 2013-2014 Course-Level** – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

Even after repeated calls for participation in the SLO reflection process, from our total set of 13 adjunct instructors and 3 other faculty (1 on article 18, 1 on LT Disability Retirement, and 1 on temporary, part-time assignment), only 5 submitted reflections for their business courses: Will (busi 11), Lew (busi 22, 59A, 59B), Stotlar (busi 90A), and McKee (busi 91L, partially).

See attached

- b. **Attach 2013-2014 Program Level** – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

none submitted in 2013-2014

Section 5: SLO Assessment and Reflection

Based on your assessment data and reflections, please respond to the following prompts:

- a. What curricular, pedagogical or other changes have you made as a result of your CL-SLO assessments?**

There have been textbook updates, addition of hybrid & more online classes, and strengthening of the entrepreneur-focused program as part of each class. With so many adjuncts and assigning several to other classes, we have kept to last year's SLOs for consistency throughout the department, as not all adjuncts submitted 2014 reflections.

More importantly, the redesign of selected courses and the implementation of ACTION LEARNING in our teaching methodology will require the development of new SLO's, assessment methods, and measurement data.

- b. How do the objectives and outcomes in your courses relate to the program-level student learning outcomes and to the college mission?**

SLOs have focused on the College mission of communication; computation; creative, critical & analytical thinking, and community/global consciousness & responsibility.

The reflection piece of ACTION LEARNING within each redesigned course will also align with both the program and the college level learning outcomes.

- c. How has assessment of program-level student learning outcomes led to certificate/degree program improvements? Have you made any changes to your program based on the findings?**

Since no program level SLO reflections have been submitted in the previous years, there are no changes directly related to the PLO's.

- d. If your program has other outcomes assessments at the program level, comment on the findings.**

None currently, see b. above.

- e. What do faculty in your program do to ensure that meaningful dialogue takes place in both shaping and evaluating/assessing your program's student learning outcomes?**

The acting Business Dept. chair scheduled 2 meetings inviting the 12 adjuncts to a demo/online website & textbook training session at the start of the Fall Quarter and a

brainstorming session mid-quarter to pursue development of the Entrepreneur program in the Busi Dept. Not all adjuncts attended.

The instructor (on article 18) mentored the new BUSI 11 hybrid class adjunct instructor for 12 weeks by e-mail and at 2 live on-campus meetings including a personalized demo by textbook publisher rep on how to better use the online course management system.

Additionally, targeted faculty training in pedagogy is required for all business faculty. Given our redesign, the implementation of ACTION LEARNING, and the development of new PLO's, faculty must be continually trained in pedagogy. We plan to implement a number of pedagogy-related activities, including brown-bag best-teaching-practices sessions throughout the academic year.

- f. **Reviewing your most recent annual program reviews, discuss any emerging trends related to SLO reflections and any action taken.**

See c. above.

- g. **What summative findings can be gathered from the Program Level Assessments?**

We have no way of following students once they leave Foothill College, except the ones who return to help out as advisors to our Entrepreneur Center as part of the Business Department.

Anecdotally, from informal interactions between instructors, former and current students, and external stakeholders (e.g. advisory board members, employers), the business program attracts and then delivers on student expectations, as evidenced by the high number of transfers to 4-year institutions.

However, a better mechanism for measurement must be developed to better evaluate and improve our business program.

Annual Action Plan and Summary: Using the information above, list the program's action steps, the related [Core Mission objective](#), SLO assessment data and the expected impact on student success.

| Action Step | Related SLO assessment (Note applicable data) | Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources) | How will this action improve student learning/success? |
|--|---|--|--|
| 1 Redesign SLO's | Redesign SLO's | Transfer and Workforce | Better alignment between coursework and SLO's |
| 2 Develop Instructor Training on SLO's - Phase 1 | SLO implementation | Transfer and Workforce | Higher Compliance by adjunct instructors |

| | | | |
|--|---|------------------------|---|
| 3 Develop a new set of metrics for assessing the Business Program | PLO, SLO (and Workforce) alignment to assessments, data (transfers, jobs, certificates/degrees, other?), and reflections. | Transfer and Workforce | Better alignment of Program, Course with SLO process and with Transfer and Workforce goals. |
|--|---|------------------------|---|

Section 6: Program Goals and Rationale

Program goals address broad issues and concerns that incorporate some sort of measurable action and connect to Foothill's core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs. Goals/Outcomes are not resource requests.

List Previous Program Goals/Outcomes from last academic year: check the appropriate status box & provide explanation in the comment box.

| Goal/Outcome (This is NOT a resource request) | Completed? (Y/N) | In Progress? (Y/N) | Comment on Status |
|--|------------------|--------------------|-----------------------------------|
| 1. Hire Full Time Business Faculty (to replace faculty on article 18) | In Progress | Yes | To be hired in the Winter of 2015 |
| | | | |
| | | | |

New Goals: Goals can be multi-year (in Section 7 you will detail resources needed)

| Goal/Outcome (This is NOT a resource request) | Timeline (long/short-term) | How will this goal improve student success or respond to other key college initiatives? | How will progress toward this goal be measured? |
|---|----------------------------|---|--|
| 1. Hire 2nd FT Business Faculty (to replace faculty on LT Disability Retirement) | Long-Term | Currently, the business department has lost both of its 2 FT faculty at a time when the department is growing (new courses, new online offerings); additionally the Innovation Academy requires a business faculty to develop and oversee its design and management, especially as we move to the new Onizuka | <p>We are at 0% FTEF in the Busi Dept as of the beginning of the 2014-2015 academic year.</p> <p>With 1 FT-FTEF, the busi dept would be at 21% FT/PT faculty ratio [1 / 4.7*]</p> <p>With 2 FT-FTEF, the busi dept would be at 43% FT/PT faculty ratio [2 / 4.7*]</p> <p>* presumably, each new hire</p> |

| | | | |
|---|---|---|--|
| | | Educational Center in 2016. | replaces 1 PT-FTEF, so the PT-FTEF of 3.7 would decrease to 2.7, while the FT-FTEF would increase from 0 to 1. Total FTEF would equal 3.7 [1 + 2.7]. However, the growth of the busi dept and the workload from the Innovation Academy would increase FT-FTEF by 1, increasing FT-FTEF to 4.7. |
| 2. PLO's Redesign a. Develop new PLO's b. Measurements c. Faculty training to align with the missions of the college (both transfer and CTE) | 1-2 years (lead by a FT-FTEF or Equivalent to coincide with the opening of Onizuka Ed Center). | Workforce development is a key goal of the college; it also provides better employment opportunities to targeted groups who may be pursuing jobs rather than to transfer. | After the development of the PLO's and related metrics, a baseline measurement should be undertaken to use as a benchmark going forward. |
| 3. CA in Entrepreneurship Develop Certificate of Achievement (CA) in Entrepreneurship with various emphases in alignment with business program themes (entrepreneurship, technology, international business) | 1-2 years (lead by a FT-FTEF or Equivalent to coincide with the opening of Onizuka Ed Center). | See below | The CA should be proposed (paperwork submitted by June 2015) for it to become effective in the Fall of 2016. |
| 4. Defining, Renaming, and Managing the Innovation Academy Implement the next phase of the Innovation Academy a. Determine the services to be provided, the facilities needed, and the target populations to be served. b. Develop the appropriate partnerships and activities | 1-2 years (lead by a FT-FTEF or Equivalent to coincide with the opening of Onizuka Ed Center).. | Workforce development goes hand in hand with the starting of new small businesses. As such, small business entrepreneurship in targeted industries for targeted populations (improving our student equity issues) will be essential for successfully satisfying our student objectives and the related workforce development college mission. | Progress can be monitored by meeting the following: <ol style="list-style-type: none"> identifying and funding the person (s) to lead this on-going project Development of an implementation plan Securing of facilities Identification of partners |
| 5. Redesign curriculum to | 1-5 years (lead by a FT-FTEF). | The business program must compete in an ever-more crowded environment (e.g. | As has been done with Busi 22, building-blocks can be integrated into the current and future |

| | | | |
|---|--|--|--|
| <p>a. integrate business program themes (entrepreneurship, technology, international business)</p> <p>b. integrate Action Learning elements (motivation, self-regulation, self-reflection, authentic assessments, service learning, creativity, leadership, etc.)</p> <p>c. increase access by offering a robust and wide-ranging, pedagogically-appropriate online program.</p> | | <p>compete with non-profits, online programs). To remain relevant and current, the business program must distinguish itself by offering</p> <ul style="list-style-type: none"> targeted towards industry and community needs supportive of authentic and effective learning, fostering innovative, ethical, and collaborative learners/leader s. a program that is ACCESSIBLE, with an emphasis towards closing the student equity gap. | <p>courses that address the themes. Using a similar approach action learning elements can be integrated into courses over time. Online offerings should supplement the current traditional schedule.</p> <p>Therefore, progress can be measured on a course by course basis.</p> |
| | | | |

Section 7: Program Resources and Support

Using the tables below, summarize your program's **unfunded** resource requests. Refer to the Operations Planning Committee website: <http://foothill.edu/president/operations.php> for current guiding principles, rubrics and resource allocation information.

Full Time Faculty and/or Staff Positions

| Position | \$ Amount | Related Goal from Table in section 6 and how this resource request supports this goal. | Was position previously approved in last 3 years? (y/n) |
|---|--|---|---|
| 1. Hire 2nd FT Business Faculty (to replace faculty on LT Disability Retirement) | ~\$ 75,000 [base salary, not including benefits] | <p>2nd FT faculty in business is REQUIRED to carry out the management of the Innovation Academy (part of Goal 4) and Goal 5, the redesign of the curriculum.</p> <p>Ideally the 2nd FT-FTEF would also carry out the other goals from table 6, but the timing would probably require an "equivalent" person to implement the projects, before the 2nd hire is actually completed.</p> | No |
| 2. FTEF "Equivalent" | <p>~ \$ 75,000 for carrying out New Goal 2, 3, and 4 for the first year (see below), assuming new faculty.</p> <p>2. PLO-Redesign (~\$ 25,000 [½ time FTEF over 2 quarters.])</p> <p>3. CA in Entrepreneurship (~\$ 12,500 [½ time FTEF over 1 quarter])</p> | The redesign of the PLO's is essential to the appropriate redesign of the curriculum and the development of the Innovation Academy. The Workforce Committee is also requiring CTE programs to develop measurements that can be used to justify funding from external sources, such as Perkins. | No |

| | | | |
|--|---|--|--|
| | 4. Defining, Renaming, and Managing the Innovation Academy (~\$ 37,500 [½ time FTEF over 3 quarters - each year]) 5. Redesign curriculum (~\$ 37,500 [½ time FTEF over 3 quarters, each year for 3-5 years]) <hr/> \$ 112,500 or equivalent to 1.5 new FT-FTEF | | |
|--|---|--|--|

Unbudgeted Reassigned Time (calculate by % reassign time x salary/benefits of FT)

| | |
|---|-----------------------------------|
| Has the program received college funding for reassign time in the last three years? (y/n) | If yes, indicate percent of time. |
| Has the program used division or department B-budget to fund reassign time? (y/n) | |

Indicate duties covered by requested reassign time:

| Responsibility | Estimated \$ | Related Goal from Table in section 6 and how this resource request supports this goal. | Est hours per month | % Time |
|--|-------------------------|--|---------------------|--------|
| The info below is for reference only - not an actual request | | | | |
| Interim Busi Department Chair 2012-2013 | \$ 30,000 - 50,000 / yr | Operation of Busi Dept/Entrep. Ctr / 60-120 / .1-.2 FTEF (3 qtrs) | | |
| Busi Department Chair 2014-2015 | \$ 20-25,000 / qtr | Operation of Busi Dept/Entrep. Ctr / 150-200 / .2-.3 FTEF (each qtr) | | |
| New Courses and Assoc Degree for Transfer Development | \$ 10-20,000 | Development of Busi 53A, Redesign of Busi 22, 95, ADT in Business / 60 / .1 -.2 | | |

One Time B Budget Augmentation

| Description | \$ Amount | Related Goal from Table in section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|------------------------|------------|--|--|
| New Course Development | ~ \$ 3,000 | | With respect to new course development, partially at start of 2014-2015, BSS Division funded |

| | | | |
|--|--|--|-----------------------------|
| | | | Busi 60 and Busi 96. |
| | | | |
| | | | |

Ongoing B Budget Augmentation

| Description | \$ Amount | Related Goal from Table in section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|---|--|--|---|
| Expenses to operate Innovation Academy | \$ 24,000 [~ 50 hrs / week x 40 weeks x \$ 12 per hr] | To operate and staff the center (includes student assistants, supplies). | yes, via Perkins |
| Expenses related to professional development related to Innovation Academy | \$ 10,000 [NACCE, SBA Workshops, Online Training] | To provide student assistants and faculty/staff mentors with professional development opportunities in order to deliver the appropriate services in the context of the Innovation Academy. | yes, via Perkins |
| Miscellaneous Expenses | \$ 3,000 | Speakers, trainers, supplies, promotional materials | yes for supplies, via Perkins; no for other. |
| Expenses for New Goals 2-5 | 3,000 | To organize faculty volunteer faculty members and external stakeholders in the implementation of each new goal (e.g. promotional materials, food at meetings, etc.) | No |

Facilities and Equipment

| Facilities/Equipment Description | \$ Amount | Related Goal from Table in section 6 and how this resource request supports this goal. | Previously funded in last 3 years? (y/n) |
|---|------------------|---|---|
| Dedicated office and computer lab (or section; e.g. KCI) for the Innovation Academy. | TBD | To organize and deliver the services and events undertaken by the Innovation Academy | Yes, partially by the KCI and Perkins Funding |
| | | | |
| | | | |

a. Please review the goals and resource requests that were granted over the last three years and provide evidence that the resource allocations supported your goals and led to student success.

Section 8: Program Review Summary

Address the concerns or recommendations that were made in prior program review cycles, including any feedback from Dean/VP, Program Review Committee, etc.

| Recommendation | Comments |
|--|----------|
| 1. Business Program growth and curriculum redesign requires a dedicated FT-FTEF to develop and operate the changing and evolving department. | |
| 2. The Innovation Academy is a valuable asset to the College, both in terms of productivity/enrollment and workforce development. A dedicated director and minimum level of college financial support is required to develop and manage the redefined program. | |
| 3. Overall, 2 new FT-FTEF's with the required background in pedagogy, online learning, curriculum development, and industry, technology, and entrepreneurship experience are necessary for the business program to develop and compete appropriately. Preferably one of the two new FT-FTEF's should also have background in ACTION LEARNING to implement the related elements to the redesign of the overall program and to the specific courses. | |

a. After reviewing the data, what would you like to highlight about your program?

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

a. Strengths and successes of the program as evidenced by the data and analysis:

The Business Program is healthy and growing despite some serious challenges in the past year, the biggest of course being the loss of the one full-time faculty member in the department, Glenn Violet. Foothill College and the Business and Social Sciences Division were fortunate that Accounting Instructor Jose Nava stepped in to guide the department as Interim Department Chair in July, 2014, when Instructor Violet could no longer work and subsequently went on disability leave. Instructor Nava has done an outstanding job in the short time he has been serving as chair, by working with faculty and the Dean to update curriculum, hold department meetings, do strategic planning and build a vision for the future of the entrepreneur center. In addition, through hiring new part-time faculty and working with existing faculty, the department has continued to grow fairly significantly and serve students with high quality courses. This program review is evidence of the high-quality attention the Department has been given and that the department's focus on innovation and entrepreneurship continues as we look for ways to advance and improve the curriculum, evaluate degrees for their relevance and value and seek new ways to serve our community with business education and supporting entrepreneurship.

b. Areas of concern, if any:

Due to the lack of full-time faculty there are some SLOs and Program Learning Outcomes that have not been assessed in the last year. This is an area that is under review and the Dean and the faculty will be working to address shortly. The department has recommended that new PLOs be written and that is supported by the Dean and if done in conjunction with the total department it will bring strong buy-in from part-time faculty who will then better understand the process of SLO assessment.

c. Recommendations for improvement:

The hiring of a new full time faculty to replace Glenn Violet is underway and a second full-time faculty member will be needed almost immediately to serve the large number of students in the department going forward.

This section is for the Vice President/President to provide feedback.

d. Strengths and successes of the program as evidenced by the data and analysis:

The department faculty are engaged in the college and the community. They are innovative with curriculum and dedicated to student success. The emphasis on entrepreneurship is

exemplary given our location in Silicon Valley. In addition, the department's success rates and attention to student equity are commendable.

e. Areas of concern, if any:

The lack of program assessment is a real concern. The PLO assessments are expected to be done every year, and should provide the opportunity for meaningful dialogue and programmatic change.

f. Recommendations for improvement:

The department has identified the assessment of program outcomes as a goal, and that would be an important achievement.

g. Recommended Next steps:

- ☒ Proceed as planned on program review schedule
- ☐ Further review/Out of cycle in-depth review

Upon completion of section 9, the Program Review should be returned to department faculty and staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. See timeline on Program Review Cover Sheet.

Unit Course Assessment Report - Four Column

Foothill College

Department - Business (BUSI)

Mission Statement: Foothill College's Business Department prepares students with the business skills and leadership qualities necessary to compete in the global market in the 21st Century. Our goal is to integrate entrepreneurship across the Foothill curriculum, and to provide all students with the resources to succeed in business, whether for transfer, AA degree, Certificate, Professional and Workforce Development.

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---|--|
| <p>Department - Business (BUSI) - BUSI 11 - INTRODUCTION TO INFORMATION SYSTEMS - SLO 1 - General Knowledge - Students will demonstrate their knowledge of information systems terms and concepts in creating their assignments and presentations. (Created By Department - Business (BUSI))</p> <p>Start Date: 07/02/2012</p> <p>End Date: 06/28/2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Use in weekly assignments, discussions, and monthly tests</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will be above average to excellent.</p> | <p>10/10/2014 - This past year we offered 2 summer sessions (early & regular) online, which concentrated the material into 6 weeks instead of 12. Students were assigned material that had review options for info systems terms/concepts and prepared/submitted 1 or 2 assignments weekly using the course vocabulary and citing specific real-world examples.</p> <p>As the course as originally written to contain more lab assignments using MSOffice was adjusted since the last SLO check-in, students spent more time reading/learning the vocabulary & less time working with software. Their presentations continued to be written and shared in weekly Discussions online since the class sections were still being offered through distance learning where other class members could read/learn from how the terms/concepts were illustrated by example.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Info systems terms & concepts are available to students through textbook (in print and e-text) and research of related articles/content on the Web and in current periodicals. Their written assignments are read by instructor with comments added/corrections suggested. We offer optional materials like various quizzes, article summaries, and attending local events (like the annual</p> | <p>10/10/2014 - We recommend continuing a variety of ways for students to learn info systems terms & concepts (through textbook, cases, readings, Web research, lectures, MyMISLab where appropriate in the hybrid class), and related community events) and to practice using then in creating assignments, discussions, and presentations.</p> <hr/> <p>10/10/2014 - It is recommended that BUSI 11 continue to use a combination of textbook, both written and lab-related solutions, using Web/print research as well as live events, guest speakers, publisher-based MyMISLab where appropriate in hybrid section, and student projects interviewing workers in the IT field and sharing this information in discussions as well as through assignments.</p> <hr/> <p>10/10/2014 - It is suggested that BUSI 11 continue to use the most current version of the textbook (whether printed or online), a variety of assignments/learning</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|---|---|
| | | <p>Silicon Valley Code Camp at Foothill College, so there are continual opportunities to be exposed to/study info systems terms & concepts (and it is up to the student to follow through to learn).</p> <p>In Fall 2014 we are offering the first hybrid section of BUSI 11 (in addition to 2 online sections) and using MyMISLab in addition to the text & weekly lectures, which provides another way students can self-quiz on terms, view supplementary materials, and take quizzes on content/terms.</p> <p>With the complexity & auto-learning features involved with introducing a publisher-based website like MyMIS, it was good to have this in the HYBRID class, where the instructor could explain/demonstrate how to use the system to support learning.</p> <p>GE/IL-SLO Reflection: Info systems terms & concepts are available to students through textbook (in print and e-text) and research of related articles/content on the Web and in current periodicals. Their written assignments are read by instructor with comments added/corrections suggested. We offer optional materials like various quizzes, article summaries, and attending local events (like the annual Silicon Valley Code Camp at Foothill College, so there are continual opportunities to be exposed to/study info systems terms & concepts (and it is up to the student to follow through to learn).</p> <p>Target for success (80% or better) continues to be met by students taking the weekly quizzes/tests (they get 2 tries with a different mix of questions). However,</p> | <p>experiences to support the reading and/or lectures (i.e., case study discussion or written analysis, M/C and essay answer tests, and project report), and review student check-ins/course evals, and e-mail comments for suggestions to implement the next time around.</p> <p>By offering a HYBRID section at least once a year, as well as the usual online sections (which attract students from universities outside the Foothill College are where BUSI 11 transfers for degree credit) as well as our local students, the Bus Division is meeting the needs of our customers better.</p> <hr/> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|---|--|
| | | <p>students not keeping up with regular assignments and missing points may earn lower grades, since more students are now overloading their schedules and 'just need a C to pass the course.'</p> <p>In Fall 2014 we are offering the first hybrid section of BUSI 11 (in addition to 2 online sections) and using MyMISLab in addition to the text & weekly lectures, which provides another way students can self-quiz on terms, view supplementary materials, and take quizzes on content/terms.</p> <p>With the complexity & auto-learning features involved with introducing a publisher-based website like MyMIS, it was good to have this in the HYBRID class, where the instructor could explain/demonstrate how to use the system to support learning.</p> | |
| <p>Department - Business (BUSI) - BUSI 11 - INTRODUCTION TO INFORMATION SYSTEMS - SLO 2 - Written Assignments - Students will critically analyze, evaluate and interpret information by integrating computer information systems concepts from book with real-world cases/examples to practice problem solving and decision-making processes (Created By Department - Business (BUSI))</p> <p>Start Date: 07/02/2012</p> <p>End Date: 06/28/2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluating brief written assignments on selected topics from the text and/or current news.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of students will be above average to excellent.</p> | <p>10/10/2014 - BUSI 11 has continued to provide a variety of learning experiences to evaluate/interpret info from the textbook into the 'real world' by offering textbook cases and critical thinking activities, doing library/Web research and reading current news/periodicals related to concepts being studied, in addition to instructor-created assignment problems that ask students to determine what is needed, to gather necessary info, and to choose how to present the material effectively.</p> <p>With the addition of a HYBRID section of BUSI 11 in Fall 14, there are alternatives to 1-way reading/study/writing that happens in online classes and students can more readily collaborate on group projects or classroom discussions in real time.</p> | <p>10/10/2014 - We recommend continuing weekly brief assignments on chapter topics/real world cases (for both the ONLINE and HYBRID sections) to focus interest on a variety of specific organizations/business and their info systems and to practice using them in discussions, and presentations.</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|--|-------------------------|
| | | <p>The online sections of the class continue to emphasize individual work but we participate in classroom discussions by sharing answers/experiences from real life & work experience/personal opinions through several topic threads open each week.</p> <p>Even students who are reading more than 'sharing' with a written posting online are seeing/learning how others are interpreting the questions and seeing instructor comments with additional info/examples throughout the threads each week. Many online students have reported back that it is helpful for them to see how others feel about a particular issue being discussed (after all, there is a large group of students who 'grew up with social media' sharing of opinions, so to ask for individual analysis isn't always realistic and causes some students to hold back.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Online sections of BUSI 11 use selected materials from text, real-world situations, Silicon Valley news, events like Silicon Valley Code Camp, and website analyses to complete their written assignments and practice creating thinking, problem-solving and decision making, and work from the instructor-created Etudes course-management system. Because students already have to use Etudes, we do not also use MyMISLab publisher's website/materials so as to be more efficient/effective with start-up time for an online class. Often students add late or don't have their books or may not have taken an online class before (their first assignment is a survey of previous experience), and it becomes very</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| | | <p>complex to have both Etudes and MyMISLab concurrently, where the mechanics of the system take more time than their introductory reading and starting assignments.</p> <p>Our HYBRID section uses materials from the publisher's MyMISLab website, which includes a running case study throughout all the chapters that asks students to read, research, analyze a theoretical company and provide their recommendations, in addition to the work they do 'live' in the physical class. Since publishers' materials often auto-grade assignments, students can get additional feedback from the live instructor sessions, which reinforce their learning in this area.</p> | |
| <p>Department - Business (BUSI) - BUSI 11 - INTRODUCTION TO INFORMATION SYSTEMS - SLO 3 - Computer-Based Assignments - Students will demonstrate an understanding and appropriate use of MSOffice by creating reports, charts, graphics, slides and files using personal productivity tools such as Word, Excel, Access, and PowerPoint. (Created By Department - Business (BUSI))</p> <p>Start Date: 07/02/2012</p> <p>End Date: 06/28/2013</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Rubric: Analyzing and interpreting data from MSOffice tutorials to apply to a new problem/document.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p> | <p>10/10/2014 - Whereas previously BUSI 11 asked for more literal use of MSOffice assignments, we have made the adjustment by amending the course outline to state:</p> <p>'Hands-on introduction to personal productivity software such as word processing, spreadsheet, database, and presentation applications.' This transition from literal lab assignments using MSOffice to making use of personal productivity tools to present material in ways other than text has been successful to date -- particularly since fewer BUSI 11 students are using PCs with MSOffice on them and more are using some combination of laptops, tablets, smartphones as well as computer systems at work and may have alternative software available instead of MSOffice.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | <p>10/10/2014 - We recommend continuing to incorporate personal productivity software in assignments (e.g., MSOffice or similar software like OfficeLibre, etc.) for weekly assignments as required (for both the ONLINE and HYBRID sections).</p> <p>Because campus computer labs have OLD versions of MSOffice on PCs and have reduced the days/hours they are available to students, and with so many BUS 11 students not local, the BYOD approach will work better for all -- provided technical compatibility among student/faculty/college systems is in place!</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| | | <p>GE/IL-SLO Reflection: By rewriting assignments requiring use of personal productivity software and allowing for flexibility/availability of choices in the online sections of BUSI 11, the possibilities for 'student success' on assignments have increased since there is not the same limitation as had been in effect in previous years.</p> <p>It has been found that few students taking BUSI 11 have met our suggested advisories of BUSI 91L Intro to Info Processing using MSOffice, and many don't know much about spreadsheets or database software (but they all seem to know PowerPoint because they used it in context of showy slide presentations with 'bells & whistles' in a live class).</p> <p>The adjustment was made in BUSI 11 starting Summer 2014 to offer free MSOffice training tutorials (from GCFLearnFree & Microsoft) as a resource to students, and leaving options free as to how exactly they would use software when creating an assignment where it was needed. This encouraged everybody to try it out and was less 'nitpicky' about details (as a BUSI 91L lab course might require).</p> | <p>10/10/2014 - It is suggested that this flexible approach to using alternative software solutions be continued and that personal productivity software remain part of written solutions to info systems problems requiring some enhancement of info presentation.</p> <hr/> |
| <p>Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 1 - Court Visitation Report - Students will demonstrate appropriate use of business terms and concepts in their court visitation report. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Rubric - Analyzing and interpreting data from court visit.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p> | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---------------------------------|-------------------------|
| Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 2 - Analysis and Interpretation - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report. (Created By Department - Business (BUSI)) | Assessment Method: Rubric - Analyzing and interpreting data from court visit. Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent. | | |
| Course-Level SLO Status: Active | | | |
| Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 3 - Court Report Oral Presentation - Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation. (Created By Department - Business (BUSI)) | Assessment Method: Rubric - Analyzing collection of data at court house. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will be above average to excellent from Rubric. Related Documents: BUSI 18 Rubric | | |
| Course-Level SLO Status: Active | Assessment Method: Rubric Assessment Method Type: Discussion/Participation Target for Success: Above average to Excellent from Rubric. Related Documents: BUSI 18 Rubric | | |
| Department - Business (BUSI) - BUSI 19 - BUSINESS LAW II - SLO 1 - Court Visitation Report - Students will demonstrate appropriate use of business terms and concepts in their expanded court visitation report. (Created By Department - Business (BUSI)) | Assessment Method: Rubric - Analyzing and interpreting data from court visit. Assessment Method Type: Class/Lab Project Target for Success: 80% of students will be above average to | | |
| Course-Level SLO Status: | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|--|---|
| Active | excellent. | | |
| Department - Business (BUSI) - BUSI 19 - BUSINESS LAW II - SLO 2 - Analysis and Interpretation - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their expanded court visitation report. (Created By Department - Business (BUSI)) | Assessment Method: Rubric - Analyzing and interpreting data from court visit. Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent. | | |
| Course-Level SLO Status: Active | | | |
| Department - Business (BUSI) - BUSI 19 - BUSINESS LAW II - SLO 3 - Court Report Oral Presentation - Students will demonstrate their business knowledge and critical thinking in preparing their expanded court report and presenting their summary during an oral presentation. Seeking new ways in writing and presenting reports. (Created By Department - Business (BUSI)) | Assessment Method: Rubric - Analyzing and interpreting data from court visit. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will be above average to excellent. | | |
| Course-Level SLO Status: Active | | | |
| Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 1a - Business Knowledge: General - Students will demonstrate appropriate use of business terms and concepts. (Created By Department - Business (BUSI)) Start Date: 09/26/2011 Course-Level SLO Status: Active | Assessment Method: Objective-Type Formative Assessment (quiz): approximately 5 questions for each hour of instruction. Each quiz covers 1 unit (chapter) and includes questions (random draw on each attempt for each learner) covering all learning objectives. Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of Class should score 80% or above on each quiz. | 10/26/2014 - For each of the Fall 2013 (24 students), Winter 2014 (38 students) and Spring 2014 (29 students) courses, over 85% of the students scored a minimum of 75% on the assessment(s) pertinent to SLO 1. Result: Target Met Year This Assessment Occurred: 2013-2014 | 10/26/2014 - A. Content of course: • Give greater priority to Entrepreneurship concepts and create better handoffs to other courses (e.g. BUSI 59, 59B, 95) in support of developing an entrepreneurship focus in the Business curriculum B. Teaching methods: N/A C. Assignments: Align assignments with modifications based on A, above. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|--|---|--|
| | | | <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): N/A</p> <p>E. SLO: Continue current experimentation and development of the course, and ultimately revise the course outline and student learning outcomes, based on the potential changes in course content.</p> <p>F. The Assessment for the SLO: N/A</p> <p>G. Other: N/A</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> |
| <p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 1b - Business Knowledge: Business Plans - Students will demonstrate appropriate use of business terms and concepts in their business plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Rubric - Analyzing and interpreting data from sample business plans.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p> | | |
| | <p>Assessment Method: Objective-Type Formative Assessment (quiz): approximately 5 questions for each hour of instruction. Each quiz covers 1 unit (chapter) and includes questions (random draw on each attempt for each learner) covering all learning objectives.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success:</p> | <p>10/26/2014 - For each of the Fall 2013 (24 students), Winter 2014 (38 students) and Spring 2014 (29 students) courses, over 85% of the students scored a minimum of 75% on the assessment(s) pertinent to SLO 1.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|----------------------------|
| | 80% | | |
| Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 2a - Analysis and Interpretation: General - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes. (Created By Department - Business (BUSI)) Start Date: 09/26/2011 Course-Level SLO Status: Active | Assessment Method: HW Assignments (Research and Writing Assignments) ----- ----- HW Assignments = Purpose: to demonstrate and/or develop critical thinking and written-communication skills by developing and evaluating brief write-ups on selected topics from the textbook or as otherwise instructed. Assessment Method Type: Class/Lab Project Target for Success: 80% of learners will score at "B" or 80% on related scoring rubric. | 10/26/2014 - Over 80% of students completed the final project, successfully. Result: Target Met Year This Assessment Occurred: 2013-2014 | 10/26/2014 - none _____ |
| Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 2b - Analysis and Interpretation: Business Plans - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data from sample business plan. Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent. Assessment Method: Concept Paper with basic exposure to business plan components. Assessment Method Type: Class/Lab Project | 10/26/2014 - Over 80% of students completed the final project, successfully. Result: Target Met Year This Assessment Occurred: 2013-2014 | 10/26/2014 - none _____ |
| Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 3 - Business Plan Presentation - Students will demonstrate their business knowledge and critical thinking in creating their business plans and presentations. (Created By | Assessment Method: Rubric - Analyzing and interpreting data from sample business plan. Assessment Method Type: Presentation/Performance Target for Success: | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|--|---|--|-------------------------|
| Department - Business (BUSI) Course-Level SLO Status: Active | 80% of students will be above average to excellent. Assessment Method: Students will present their concept papers. Assessment Method Type: Presentation/Performance Target for Success: Completion | 10/26/2014 - Over 80% of students presented the final project. Result: Target Met Year This Assessment Occurred: 2013-2014 | 10/26/2014 - none |
| Department - Business (BUSI) - BUSI 53 - SURVEY OF INTERNATIONAL BUSINESS - SLO 1 - Written Term Project - Students will demonstrate an understanding and appropriate use of international business terms and concepts in the written component of the term project. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms Assessment Method Type: Class/Lab Project Target for Success: 80% of students will be above average to excellent. | | |
| Department - Business (BUSI) - BUSI 53 - SURVEY OF INTERNATIONAL BUSINESS - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret international business information for their term projects. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent. | | |
| Department - Business (BUSI) - BUSI 53 - SURVEY OF INTERNATIONAL BUSINESS - SLO 3 - Presentations - Students will demonstrate international business concepts and strategies in their term projects and oral presentations. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will do above average to excellent. | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Department - Business (BUSI) - BUSI 54H - HONORS INSTITUTE SEMINAR IN BUSINESS - SLO 1 - Ethics, Leadership and Mgmt - Students will demonstrate an understanding of business ethics, leadership and management. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data through business leadership, ethics and management. Assessment Method Type: Class/Lab Project Target for Success: 80% of students will be above average to excellent. | | |
| Department - Business (BUSI) - BUSI 54H - HONORS INSTITUTE SEMINAR IN BUSINESS - SLO 2 - Term Project - Students will display their research findings in their term project. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data through business leadership, ethics and management. Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent. | | |
| Department - Business (BUSI) - BUSI 57 - PRINCIPLES OF ADVERTISING - SLO 1 - Written Term Project - Students will demonstrate an understanding and appropriate use of advertising terms and concepts in the written component of the term project. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data through business concepts and terms Assessment Method Type: Class/Lab Project Target for Success: 80% of students will be above average to excellent. | | |
| Department - Business (BUSI) - BUSI 57 - PRINCIPLES OF ADVERTISING - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret advertising information for their term projects. (Created By Department - Business (BUSI)) Course-Level SLO Status: | Assessment Method: Rubric - Analyzing and interpreting data through business concepts and terms. Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---------------------------------|-------------------------|
| Active | excellent. | | |
| Department - Business (BUSI) - BUSI 57 - PRINCIPLES OF ADVERTISING - SLO 3 - Presentations - Students will demonstrate advertising concepts and strategies in their term projects and oral presentations. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data through business concepts and terms. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will be above average to excellent. | | |
| Department - Business (BUSI) - BUSI 58 - SURVEY OF INTERNATIONAL MARKETING - SLO 1 - Written Term Project - Students will demonstrate an understanding and appropriate use of international marketing terms and concepts in the written component of the term project. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms. Assessment Method Type: Class/Lab Project Target for Success: 80% of students will be above average to excellent. | | |
| Department - Business (BUSI) - BUSI 58 - SURVEY OF INTERNATIONAL MARKETING - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret international marketing information for their term projects. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms. Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent. | | |
| Department - Business (BUSI) - BUSI 58 - SURVEY OF INTERNATIONAL MARKETING - SLO 3 - Presentations - Students will demonstrate international marketing concepts and strategies in their term projects and oral presentations. (Created By Department - Business (BUSI)) | Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms. Assessment Method Type: Presentation/Performance Target for Success: | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---|----------------------------|
| Course-Level SLO Status: Active | 80% of students will be above average to excellent. | | |
| Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 1 - Marketing Plan - Students will demonstrate appropriate use of marketing terms and concepts in their marketing plans. (Created By Department - Business (BUSI)) | Assessment Method: Use in written assignments/marketing plan project. | | |
| Course-Level SLO Status: Active | Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan. Assessment Method Type: Class/Lab Project Target for Success: 80% of students will be above average to excellent. | | |
| Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 2 - Marketing Plan Information Analysis - Students will critically analyze, evaluate and interpret information by integrating marketing knowledge in problem-solving and decision-making processes in their marketing plans. (Created By Department - Business (BUSI)) | Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan. Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent. | | |
| Course-Level SLO Status: Active | | | |
| Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 3 - Presentations - Students will demonstrate their marketing knowledge and critical thinking in creating their marketing plans and presentations. (Created By Department - Business (BUSI)) | Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will be above average to excellent. | | |
| Course-Level SLO Status: Active | | | |
| Department - Business (BUSI) - BUSI 59A - WEB MARKETING - SLO 1 - Knowledge – Demonstrate appropriate use of business terms and concepts. (Created By | Assessment Method: Objective-type quizzes Assessment Method Type: Exam - Course Test/Quiz | 10/26/2014 - Over 80% of students successfully completed the chapter quizzes. Result: Target Met | 10/26/2014 - none _____ |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|---|---|---|
| Department - Business (BUSI)) Course-Level SLO Status: Active | | Year This Assessment Occurred: 2013-2014 | |
| Department - Business (BUSI) - BUSI 59A - WEB MARKETING - SLO 2 - Critical Thinking – critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Several concept exercises and integrated assignments. Assessment Method Type: Class/Lab Project | 10/26/2014 - Over 80% of Students successfully completed the assigned building block assignments. Result: Target Met Year This Assessment Occurred: 2013-2014 | 10/26/2014 - Refine concept exercises and integrated assignments to include a reflection component. |
| Department - Business (BUSI) - BUSI 59A - WEB MARKETING - SLO 3 - Students will demonstrate basic mastery of Internet Marketing by developing a simple internet marketing plan. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Final project (mini-internet marketing plan). Assessment Method Type: Class/Lab Project | 10/26/2014 - Over 80% of students, remaining at end of class, successfully completed the final project. Result: Target Met Year This Assessment Occurred: 2013-2014 | 10/26/2014 - none |
| Department - Business (BUSI) - BUSI 59B - E-BUSINESS - SLO 1 - Students will demonstrate appropriate use of eCommerce terms and concepts. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Objective-type quizzes Assessment Method Type: Exam - Course Test/Quiz | 10/26/2014 - Over 80% of students successfully completed 70% and above of quizzes. Result: Target Met Year This Assessment Occurred: 2013-2014 | 10/26/2014 - none |
| Department - Business (BUSI) - BUSI 59B - E-BUSINESS - SLO 2 - Students will critically analyze, evaluate and interpret relevant business situations using eCommerce concepts, problem-solving processes and decision-making frameworks. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Case Studies/exercises Assessment Method Type: Case Study/Analysis | 10/26/2014 - Over 80% of students successfully completed the case studies and E-Business exercises Result: Target Met Year This Assessment Occurred: 2013-2014 | 10/26/2014 - Refine case studies to include reflection component in discussions. |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
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| Department - Business (BUSI) - BUSI 59B - E-BUSINESS - SLO 3 - Students will demonstrate basic mastery of eCommerce by developing fundamental components of an eCommerce entity. (Created By Department - Business (BUSI)) | Assessment Method: Final Project Assessment Method Type: Class/Lab Project | 10/26/2014 - Over 80% of students, remaining in the class, successfully completed the final project. Result: Target Met Year This Assessment Occurred: 2013-2014 | 10/26/2014 - none |
| Course-Level SLO Status: Active | | | |
| Department - Business (BUSI) - BUSI 61 - INVESTMENT FUNDAMENTALS - SLO 1 - Term Project - Students will demonstrate an understanding and appropriate use of financial business terms and concepts in the term project. (Created By Department - Business (BUSI)) | Assessment Method: *80 % of the students through Case Study and analysis should have an understanding of concepts and terms of investment. Assessment Method Type: Case Study/Analysis Target for Success: 80% of the passing class would be successful. | | |
| Start Date: 09/26/2011 End Date: 12/13/2011 Course-Level SLO Status: Active | | | |
| Department - Business (BUSI) - BUSI 61 - INVESTMENT FUNDAMENTALS - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret financial business information for their term projects. (Created By Department - Business (BUSI)) | Assessment Method: Students will submit a financial portfolio. Assessment Method Type: Portfolio Review Target for Success: 80% of the students who complete the course will have an understanding of a financial portfolio. | | |
| Course-Level SLO Status: Active | | | |
| Department - Business (BUSI) - BUSI 61 - INVESTMENT FUNDAMENTALS - SLO 3 - Presentations - Students will demonstrate financial business concepts and strategies in their term projects and presentations. (Created By Department - Business (BUSI)) | Assessment Method: Students will present portfolio from their investment portfolio wit and understanding of terms and concepts used in the financial industry. Assessment Method Type: Presentation/Performance Target for Success: 80% of student who complete the course will understand concepts and strategies for | | |
| Course-Level SLO Status: Active | | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|---------------------------------|-------------------------|
| | financial investment. | | |
| Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 1 - Term Project - Students will demonstrate an understanding and appropriate use of business terms and concepts in the term project. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Students who participate in this course need to understand the use of business terms through class discussions and participation. Assessment Method Type: Discussion/Participation Target for Success: 80% of the students who complete the course will have a better understanding of use of business terms in the sales process. | | |
| Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret business information for their term project. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Through case studies and analyses students will interpret information through research and evaluation of the research in learning how the sales process works. Assessment Method Type: Case Study/Analysis Target for Success: 80% and above should demonstrate an understanding of how to analyze, evaluate and interpret information to be successful in the sales process. | | |
| Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 3 - Presentations - Students will demonstrate business concepts and strategies in their term project and presentations. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Students will present or interview one another in using strategies and knowledge learned for the sales process. Assessment Method Type: Presentation/Performance Target for Success: 80% of the students who complete this course should be able to demonstrate what it takes to understand salesmanship. | | |
| Department - Business (BUSI) - BUSI 64 - SPECIAL PROJECTS IN BUSINESS - SLO | Assessment Method: Completion of their independent study | | |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|---|--|--|--|
| <p>1 - Analysis - Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>project.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: When we have a student they either succeed or they don't.</p> | | |
| <p>Department - Business (BUSI) - BUSI 64 - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: When we have a student take this course they must provide some type of Research paper agreed to prior to the start of the quarter. Usually Graduate students.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Either one completes their project or not.</p> | | |
| <p>Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 1 - Strategic Management Plans - Students will demonstrate appropriate use of business management terms and concepts in their strategic management plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Through case studies and analyze students must understand the use of management terms and concepts through research.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% plus should demonstrate the use and strategy of business terms and concepts.</p> | <p>10/26/2014 - a. For each of the Winter 2013 (13 students) and Spring 2014 (11 students) courses, over 90% of the students scored a minimum of 3 out of 5 on the assessment(s) pertinent to SLO 1.</p> <p>b. In addition, for the Fall 2013 course, 84.6% of the students scored at least 4 out of 5, and for the Spring 2014 term, 81.8% scored at least 4 out of 5.</p> <p>c. In total, for both Fall and Spring terms (24 students), more than 90% scored a minimum of 3 out of 5 on the assessment(s), while 87.5% (reflects larger census size) scored at least a 4 out of 5.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | <p>10/26/2014 - A. Content of course:</p> <ul style="list-style-type: none"> • Devote a greater percentage of class time, at the beginning of the term and in the initial stages of the strategic management planning process to the important relationship between research methodology (particularly as it pertains to secondary research), environmental scanning, and strategic analytics, and to the application of such. • Expand the focus of the "management knowledge" examination, adding case-type, multiple-choice questions, <p>drawn from the very student cases and projects in development within their teams and project stages, and thus further solidifying the theory-to-practice focus of the course.</p> |

| Course-Level SLOs | Means of Assessment & Targets for Success / Tasks | Assessment Findings/Reflections | Action Plan & Follow-Up |
|-------------------|---|---------------------------------|---|
| | | | <p>B. Teaching methods: Customize textbook resources, provided by the publisher, such a PowerPoint slide decks, to improve presentation quality and communications.</p> <p>C. Assignments: N/A</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): N/A</p> <p>E. SLO: Continue current experimentation and development of the course, and ultimately revise the course outline and</p> <p>student learning outcomes, based on the potential development of separate and more comprehensive management research/decision making and strategic management (capstone) curricula.</p> <p>F. The Assessment for the SLO: N/A</p> <p>G. Other: N/A</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Based upon the course's current outline and corresponding SLO 1, there may be a need for a more customized and integrated,</p> <p>yet affordable, "text," which meshes both management and strategic</p> |

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| | | | <p>management theories and practices, into a more singular, holistic foundation for the many critical thinking and experiential stages of the course projects, assignments, and simulations.</p> |
| <p>Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 2 - Strategic Management Plans - Students will critically analyze, evaluate and interpret information by integrating management knowledge in problem-solving and decision-making processes in their strategic management plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Through case studies and project analyses students should understand the decision making process for managers.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% and above should have the knowledge of how to research a case study and analyze it.</p> | <p>10/26/2014 - a. For each of the Fall 2013 (13 Students) and Spring 2014 (11 students) terms, more than 90% of the students scored a minimum of 3 out of 5 on the assessment(s).</p> <p>b. In total, for both Fall and Spring Terms, 2013-2014 (24 students), more than 90% scored a minimum of 3 out of 5 on the assessment(s), while 83.3% scored at least a 4 out of 5.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | <p>10/26/2014 - A. Content of course: Consider redesigning this course (outline, SLO, etc.) as more traditional and management-specific (and operational/functional in the strategic projects/planning phases of the course), while paving the way perhaps for a separate, more comprehensive strategic management capstone course.</p> <p>B. Teaching methods: N/A</p> <p>C. Assignments: N/A</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): N/A</p> <p>E. SLO: Continue the current experimentation and development of the course for the Department, and ultimately revise the course outline and student learning outcomes, based on the aforementioned SLO 2 "Content of the Course" recommendation, and for the potential development of separate and additional research/decision making and strategic management (capstone) curricula.</p> |

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| | | | <p>F. The Assessment for the SLO: N/A</p> <p>G. Other: N/A</p> |
| <p>Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 3 - Presentations - Students will demonstrate their management knowledge and critical thinking in their strategic management plans and presentations. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Students are measured on their presentation and performance through out the course and their final presentation.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% and above of the students who complete this course should demonstrate their knowledge of strategic management.</p> | <p>10/26/2014 - a. For each of the Fall 2013 (13 Students) and Spring 2014 (11 students) terms, more than 90% of the students scored a minimum of 3 out of 5 on the assessment(s).</p> <p>b. In total, for both Fall and Spring Terms, 2013-2014 (24 students), more than 90% scored a minimum of 3 out of 5 on the assessment(s), while 87.5% scored at least a 4 out of 5.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> | <p>10/26/2014 - A. Content of course: As stated in SLO 2, consider redesigning this course (outline, SLO, etc.) as more management-specific (and operational/functional in its strategic projects/plan focus), while paving the way perhaps for a separate,</p> <p>more comprehensive strategic management course and capstone for the Department.</p> <p>B. Teaching methods: N/A</p> <p>C. Assignments: N/A</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): N/A</p> <p>E. SLO: Continue the current experimentation and development of the course for the Department, and ultimately</p> <p>revise the course outline and student learning outcomes, based on the aforementioned SLO 2 content recommendations,</p> <p>and the potential development</p> |

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| | | | <p>separate and research/decision making and strategic management (capstone) curricula.</p> <p>F. The Assessment for the SLO: N/A</p> <p>G. Other: N/A</p> |
| <p>Department - Business (BUSI) - BUSI 91L - INTRODUCTION TO BUSINESS INFORMATION PROCESSING - SLO 1 - Understand Software - Students will understand the use software on the Personal Computer. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Randomly-drawn, Multiple-Choice Quizzes</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will be above average to excellent.</p> | <p>10/26/2014 - 1) What were the most important findings from your data? Write two to five sentences summarizing your findings. SLO 1: Most students are very familiar with the use of software on personal computers. SLO 2: Students who keep on track with assignments and quizzes do well in the course.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <p>A. Content of course</p> <p>B. Teaching methods</p> <p>C. Assignments</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)</p> <p>E. SLO</p> <p>F. The Assessment for the SLO</p> <p>G. Other SLO 1: No changes needed. SLO 2: No changes needed.</p> <p>3) Can you identify any resources you need to</p> | |

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| | | <p>implement any suggested changes?</p> <p>SLO 1: No SLO 2: No</p> <p>Result: Target Not Met Year This Assessment Occurred: 2013-2014</p> | |
| <p>Department - Business (BUSI) - BUSI 91L - INTRODUCTION TO BUSINESS INFORMATION PROCESSING - SLO 2 - Productivity Tools - Students will demonstrate an understanding and appropriate use of Microsoft Office by Creating reports, charts, graphs, slides, files, using productivity tools such as Word, Excel, Access, PowerPoint. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Evaluating Computer Projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p> | <p>10/26/2014 - 1) What were the most important findings from your data? Write two to five sentences summarizing your findings. SLO 1: Most students are very familiar with the use of software on personal computers. SLO 2: Students who keep on track with assignments and quizzes do well in the course.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <p>A. Content of course</p> <p>B. Teaching methods</p> <p>C. Assignments</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)</p> <p>E. SLO</p> <p>F. The Assessment for the SLO</p> <p>G. Other SLO 1: No changes needed. SLO 2: No changes needed.</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> | |

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|---|---|--|-------------------------|
| | | <p>SLO 1: No</p> <p>SLO 2: No</p> <p>Result: Target Not Met Year This Assessment Occurred: 2013-2014</p> | |
| <p>Department - Business (BUSI) - BUSI 95 - ENTREPRENEURSHIP: SMALL BUSINESS MANAGEMENT - SLO 1 - Business Plans - Students will demonstrate appropriate use of business terms and concepts in their business plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Through use of case studies and written analyses students will improve on business acumen.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 100% of the students will demonstrate use of business terms and concepts.</p> | | |
| <p>Department - Business (BUSI) - BUSI 95 - ENTREPRENEURSHIP: SMALL BUSINESS MANAGEMENT - SLO 2 - Business Plans - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Through discussion and company interviews students will have an improved understanding of problem solving for business leaders and the process to do so.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 100% of the students will participate.</p> | | |
| <p>Department - Business (BUSI) - BUSI 95 - ENTREPRENEURSHIP: SMALL BUSINESS MANAGEMENT - SLO 3 - Presentations - Students will demonstrate their business knowledge and critical thinking in creating their business plans and presentations. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p> | <p>Assessment Method: Student will demonstrate what they have learned in starting or running a business through their written business plan and presentation.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 100% completion of plans.</p> | | |

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| Department - Business (BUSI) - BUSI 99A - SUPERVISED BUSINESS INTERNSHIPS - Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Students must complete agreed to internship. Assessment Method Type: Field Placement/Internship Target for Success: 100% need to succeed in internship for credit. | | |
| Department - Business (BUSI) - BUSI 99A - SUPERVISED BUSINESS INTERNSHIPS - Reflect - Successful students will be able to reflect upon their experiences in the workplace. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active | Assessment Method: Students must complete agreed to contract Assessment Method Type: Field Placement/Internship Target for Success: 100% of the students who complete the project receive a grade. | | |