

## ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

### BASIC PROGRAM INFORMATION

*Program Review is about documenting the discussions and plans you have for improving student success in your program and sharing that information with the college community. It is also about linking your plans to decisions about resource allocations. With that in mind, please answer the following questions.*

**Program/Department Name:** BUSINESS ADMINISTRATION

**Division Name:** BSS

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

Name	Department	Position
LAURENCE LEW	BUSI	ASST PROFESSOR
NATASHA MANCUSO	BUSI	ASST PROFESSOR
JOSE NAVA	BUSI / ACTG	PROFESSOR / BUSI DEPT CHAIR
MIMI WILLI	BUSI	PROFESSOR (Article 18)

**Number of Full Time Faculty:** 2 **Number of Part Time Faculty:** 15

**Please list all existing Classified positions:** *Example: Administrative Assistant I*

**1A. Program Update:** Based on the program review [data](#), please tell us how your program did last year. We are particularly interested in your proudest moments or achievements related to student success and outcomes.

Firstly, the business department, despite significant challenges (e.g. no FT faculty), the program grew in terms of enrollment (7.6% overall, 11% online) and WSCH (1% overall, -2.6% online). Secondly, success rates improved by 6% year over year. Also, we were successful, as a college, in hiring 2 new outstanding FT business instructors who will lead the department within the upcoming academic year. Lastly, our efforts at improving our online offerings over the previous 3-4 years, has produced a top 20 national ranking for best business administration programs (Onlinecolleges.net, Fall 2015).

## ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

**1B. Program Improvement:** What areas or activities are you working on this year to improve your program? Please respond to any feedback from the supervising administrator from last year's program review.

### **PLO's and SLO's (priority)**

The top priority for our business program as stated by both our Dean and VP of Instruction had been focusing on developing PLO's and related SLO's. With the hiring of two new faculty, we are in the process of revising the program's PLO's, which will then subsequently help the course SLO development/revision process. With respect to the 2014-15 SLO reflections, the current chair (Nava) of the department was able to obtain almost 100% faculty participation in the Fall 2015. We have not yet addressed the PLO reflections. We also need to develop a training program for adjuncts for purposes of the SLO implementation process: assessment development, data gathering, and self-reflection write-up.

The PLO's and related SLO's should provide the foundation for the development of a theme-based strategy for the business program, relying on entrepreneurship and **intrapreneurship** advanced skill sets (e.g. leadership, collaboration, communication, innovation, systems-thinking, and critical thinking) which prepares our students to both transfer to high-caliber institutions and to compete for professional careers. Secondly, the program will also prepare workforce students to attain skill sets that will prepare them for both technical jobs and, to a lesser degree, start small businesses.

### **On-going Projects**

There are a number of on-going projects that we hope will improve both enrollment and pedagogy

- **New Courses (priority):** In response to our business advisory board recommendations, we are filling some significant gaps in our offerings. Over the last couple of years, we have added Busi 53A (Busi Comm.), Busi 61 (Finance), and Busi 96 (Small Bus.). Currently, there is still one gap that will complete our current phase of improvement, HR Management (BUSI 87), which has been proposed in the Fall of 2015. It should be ready for Fall 2017. We will also develop a new Intellectual Property Business Law class (see below, under internal partnerships). Other business course opportunities around the concept of big data analytics may be explored in the current year.
- **Online Offerings (priority):** We have been ramping up our online offerings by getting all our courses online-ready (busi 95, 61 done; busi 53, 58, 76, 90A, 96 in planning stage). Aside from administratively getting our courses approved for online teaching, the challenge is to improve our online teaching pedagogy. To that end, we will be implementing a best-practices pedagogy brown bag series (see below). Having a strong online program will have many benefits (and challenges), including increasing teaching opportunities and enrollment (WSCH and productivity), as was done in the Actg Dept.
- **Pedagogy (priority):** Necessarily, our adjunct instructors are business practitioners who have the required content knowledge and industry experience to teach our classes. Unfortunately, in many cases, our instructors lack pedagogy training,

## **ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016**

- especially in teaching business concepts and advanced skill (e.g. leadership, collaboration, communication, innovation, systems-thinking, and critical thinking) - as opposed to using an exclusively “training” and/or lecturing approach.
- Therefore, we, the FT business (and accounting) faculty, will implement a best-practices pedagogy brown bag business/accounting series. Details and a pilot program to be implemented by the Spring of 2016.

### **Other Tasks, Initiatives, and Partnerships**

#### **SCHEDULING, ED CENTER (Fall 2016), ONLINE OFFERINGS << Priority**

Additionally, we do need to develop a more effective scheduling strategy to improve enrollment and completion. Finally, with the upcoming opening of the Sunnyvale Education. Center, there will be significant opportunities to partner with community stakeholders (e.g. high school pathways, transfer institutions, workforce agencies, and employers). The new course sections to be offered at the Ed Center represent teaching assignments for which additional faculty will need to be hired. Furthermore, we are progressing in adding courses and adding approvals to teach them online, which will produce higher enrollment and a corresponding need for more faculty.

#### **BUSI COURSES RENUMBERING << Non-priority**

Note that we, at some point over the next few year, may want to renumber the business courses to better market the program to students and counselors. Currently, our “busi” numbers are quite messy.

#### **CERTIFICATES << Priority**

We are in the midst of eliminating and/or revising our non-transcriptable certificates with transcriptable certificates that will align with our business program theme.

### **Internal Partnerships and Projects**

#### **STEM / BUSI Partnership << Priority**

Internally, the business department is working with Peter Murray and Oxana Patchenko’s STEM Entrepreneurship Program. We are contributing to the Science Lab Initiative project by aligning and revising certain courses (Busi 96, Busi IP Law XX?, and Busi 53A).

#### **EQUITY / INTRAPRENEURSHIP INITIATIVE << Priority**

The department also has developed a couple of projects that directly engage students in intrapreneurship and small business (small business challenge/fair) with the purpose of instilling the advanced skills mentioned above, giving students a practicum in thinking critically, globally, collaboratively, systemically, etc. This approach is especially beneficial to targeted populations,

## ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

in our opinion (we will document whether this claim is proven or not).

### OTHER IN-PROCESS

#### CAMPUS ABROAD << Non-priority

Additionally, we are currently in discussions with Humanities and Language Arts faculty for the development of a Humanities / Business campus abroad program.

#### External Partnerships << Non-priority

Over the last 3 years, we have partnered with Stanford Latino Entrepreneurship Initiative, Doing What Matters, SVE (Silicon Valley Entrepreneurs), Fremont Union HSD (Pathways to Post-Secondary Success), Year-Up San Francisco, and Eastside UHSD (CCOC). We have varying levels of continued relationship with these entities, so we would need to determine which to keep or not, and what other relationships would be beneficial given our program's mission.

**1C. Measures of Success:** What data or information will you use to measure your success (e.g. student success rates, changes in student or program learning outcomes)?

#### 1. Students

- Success Rates at or above the college (79%), especially closing the gap between the general and targeted populations (79%, 76%, respectively).
- Development of Equity / Intrapreneurship Initiative
- Development of Brown-Bag Business Pedagogy Series

#### 2. Department:

- Development of PLO's and, accordingly, revision of 50% course SLO's in current academic year. Remaining 50% in subsequent academic year (s). Accordingly, revisions to be reflected in Tracdat.
- Enrollment, WSCH, Prod. increases of 3%+ per year (~2,500, 11,900, 581, respectively in 2014-15)
- Scheduling changes to reflect consistency and alignment with business program PLO's, mission, and theme; inclusive of a 3-4 course schedule at the Sunnyvale Ed. Center.
- Coursework (Accordingly, revision of Curriculum Sheet)
  - Approval of New Courses: Busi 87 (effective for Fall 2017)
  - Approval for Online Delivery: Busi 61, 87, 90A, 96
  - Development / Revision of Busi IP Law, Busi 96, Busi 53A (carving out portions to ENGL 50C)
- Elimination of non-transcriptable certificates, replacing with at least 1 transcriptable to be effective in Fall 2017. Accordingly, revision of Curriculum Sheet
- Determination of what partnerships to develop, enhance, terminate.
- Development of Business Advisory Board + Implementation of Annual Meeting.

**1D. EMP Goal:** The 2015-2020 Educational Master Plan (EMP) includes the following goal:

*"Create a culture of equity that promotes student success, particularly for underserved students."*

### ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

Based on the program review [data](#), tell us some of the things your program will be doing this year to support this goal. You will be asked to report on any accomplishments on your next comprehensive program review.

Assuming that the college administration provide adequate and direct support (e.g. fully functioning workforce/CTE unit) and funding sources (e.g. tutoring, equity funds), the business department is ready to create and/or to improve both in-class teaching pedagogy and ancillary programs/projects that can promote student self-efficacy and motivation, resulting in higher targeted student success.

As stated above, we are either developing or further enhancing student-related **intrapreneurship** projects and/or pedagogy to promote advanced skill attainment, which deepens learner engagement and leads to better learning and far-transfer of new knowledge. This approach is especially effective with targeted populations who historically may not have had the knowledge base in their communities and/or homes. Hands-on experiences is a fast-track mode of making up for such deficiencies.

#### 2A. New Program Objectives: Please list any new objectives (do not list your resource requests).

Program Objective	Implementation Timeline	Progress Measures
<i>Example: Offer 2 New Courses to Meet Demand</i>	<i>Winter 2016 Term</i>	<i>Course Enrollment</i>
1a. Improve Success Rates by 1%	2015-2016	Success Rates (80% All, 77% Targeted)
1b. Improve Basic Metrics by 3%; maintain Productivity above State target	2015-2016	Enrollment (2,575), WSCH (12,250), Productivity (535)
2a. Develop of PLO's, 50% of SLO's	Winter 2016	PLO's, SLO's finalized in Tracdat
2b. Develop of Scheduling Approach consistent and aligned (to PLO's)	Winter 2016	Written Document submitted to Dean
2c. Hire additional faculty to meet growing demand in busi classes (online and Ed Center)	2015-2016	Interviews, Hiring of Faculty
3a. New Courses: IP Bus Law	Spring 2016	COR in C3MS
3a. Revised Courses: Busi 53A, 96	Spring 2016	COR in C3MS
3b. Revised Curriculum Sheet	Winter 2016	CS in C3MS
4a. Develop new transcriptable certificate	Spring 2016	CS in C3MS
5a. Develop Intrapreneurship Project / Pedagogy	TBD	Research-based document (s)
5b. Develop a adjunct training program for implementing SLO's, including reflections (e.g. assessments, data gathering, write-up)	Spring 2016	Written Document distributed to faculty
6a. Re-constitution and implementation of Business Advisory Board	Spring 2016	Minutes from Annual Meeting

**ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016**

## ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016

**2B. Resource Requests:** Using the table below, summarize your program's unfunded resource requests. Refer to the Operations Planning Committee (OPC) [website](#) for current guiding principles, rubrics and resource allocation information.

Resource Request  *Chair ** Faculty	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/Staff Position	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
FT Faculty	120,000		X	?	?	?
None*		1a, 1b, 3b	?	?	?	?
None**		2a, 4a	?	?	?	?
None*		2b	?	?	?	?
Stipend	20hrs x \$ 50 =1000	3a	?	X	?	?
None*		3b	?	?	?	?
None**/*		5a	?	?	?	?
None**/*		5b	?	?	?	?
			?	?	?	?
Stipend	20hrs x \$ 50 =1000	6a	?	X	?	?
			?	?	?	?

**2C. Unbudgeted Reassigned Time:** Please list and provide rationale for requested reassign time.

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**3A. Attach 2014-2015 Course-Level Outcomes:** Four Column Report for CL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.

**3B. Attach 2014-2015 Program-Level Outcomes:** Four Column Report for PL-SLO Assessment from TracDat. Please contact the Office of Instruction to assist you with this step if needed.



This section is for the Dean/Supervising Administrator to provide feedback.

**4A. Strengths and successes of the program as evidenced by the data and analysis:**

The business department hired 2 new faculty members for the 15/16 academic year and has since been reshaping and reorganizing the vision and direction of this department. The department meets regularly and has been discussing how to ensure that students graduate with a relevant skill set in today's economy. For instance, the department has been working with the Science Learning Institute in

**ANNUAL PROGRAM REVIEW TEMPLATE for 2015-2016**

adopting an entrepreneurial based pedagogy for our students so that they are better equipped to work in this start up economy in the Silicon Valley. The new PLOs and coursework are the product of the hard work of this department and I commend them for taking this innovative approach to educating our students.

**4B. Areas of concern, if any:**

none at this time

**4C. Recommendations for improvement:**

I recommend waiting until 16/17 to hire a new business faculty member. We need to evaluate the needs of our new Sunnyvale campus before we hire a new FT faculty member. However, I do recognize the need and urgency for qualified PT faculty to teach our courses online and in-person at both campuses.

**4D. Recommended Next Steps:**

☒ Proceed as Planned on Program Review Schedule

☐ ~~Further Review / Out of Cycle In-Depth Review~~

*Upon completion of Section 4, the Program Review document should be returned to department faculty/staff for review, then submitted to the Office of Instruction and Institutional Research for public posting. Please refer to the Program Review timeline.*



# 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><b>Start Date:</b> 07/02/2012</p> <p><b>End Date:</b> 06/28/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Use in weekly assignments, discussions, and monthly tests</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>10/05/2015 - We continue to use weekly quizzes now to reinforce terms/concepts of the assigned chapter. Our weekly Discussions topic threads contain textbook cases, articles from current news about info systems topics, and a weekly written assignment where students express their knowledge, ideas for implementation, and creative thinking to come up with alternatives.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> The target for SLO 1 is met best in the online classes by students who read/review the material, do the assigned work faithfully, and share related information in the discussions.</p> <p>The mix of assignments above has 'worked' to give them instant feedback/scores on quizzes, seeing what others are saying/interacting with the discussion material that changes weekly, and writing a weekly assignment that has a choice of 2 options (one includes more hands-on MSOffice work, while the other is essay).</p> <p>Everybody does a Project Report during the last month where they can use the info being learned to apply to a real-world company or org. with a visit, interview, demo, as well as printed background info</p>	<p>10/05/2015 - Continue with a mixture of reading, quizzes, weekly discussion participation &amp; written assignments, and a project report researched &amp; interviewed for a balance of approaches to online instruction where the student has to take most of the initiative.</p> <p>In the hybrid section, offered once a year, when one can 'see' the actual students and interact with them and have them work in groups, there is flexibility in customizing the course to the students' interests/backgrounds, while meeting the course objectives &amp; SLOs. Groupwork &amp; individual or team presentations can reinforce concepts as well. The online segment of a hybrid class can deal with using a publisher's MyMISLab website or similar vehicle for quizzing, working through tutorials, etc.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>about the info systems used. This past half year the quizzes were shortened a tad and test banks combed for irrelevant Q that appeared in the author/publisher's test bank. Some additional Q were added relating to the weekly discussion topics as well.</p> <p>06/15/2015 - Fall thru Spring 14-15: Weekly reading material &amp; quiz tested on terms &amp; concepts through written questions, case analysis, doing research &amp; writing up assignments &amp; report. HW &amp; tests are not timed to allow students to make sure about the terminology &amp; concepts studied (but there is a range of days that each is open).</p> <p>In the hybrid section of BUSI 11 (offered F14 in addition to 2 online sections), students also wrote essay assignments, worked in small groups &amp; made a presentation to the class about an info systems case or topic, using the terms &amp; concepts being studied. Their midterm &amp; final exams taken during class included essay questions.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015 <b>GE/IL-SLO Reflection:</b> More than 80% of students met expectations, continue as designed. This skill addresses students' vocabulary/definition memorization &amp; research to learn more about topics being studied.</p>	<p>06/15/2015 - More than 70% of students met expectations, continue as designed for online sections. For hybrid sections, time limits should be set for quizzes, exams, and other assignments since Everybody is there in the classroom at the same time.</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</p>	<p><b>Assessment Method:</b> Evaluating brief written assignments on selected topics from the text and/or current news. <b>Assessment Method Type:</b></p>	<p>10/05/2015 - We offer a variety of learning experiences from M/C quizzes to weekly HW write-ups (from cases to real-world info processing incidents) and guide students to restate the problem, tell how it was handled, offer additional</p>	<p>10/05/2015 - It is suggested that the current textbook, accompanying resources (like a publisher's website), and the course mgt. tool (i.e., currently Etudes, heading</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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><b>Start Date:</b> 07/02/2012</p> <p><b>End Date:</b> 06/28/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Case Study/Analysis</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>information &amp; critical analysis, and suggest creative problem-solving/new alternatives.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Target met, as long as students are doing ALL the assignments (grading is done on cumulative points, and most students who remain in the course are serious about wanting to earn a top grade).</p>	<p>towards Canvas) be reexamined to see if there is an appropriate match between the students we are attracting and how the material is presented, so that the quality &amp; integrity of learning is a positive factor. For example, the 'same' book &amp; materials may not be the best way for both the online &amp; hybrid sections if hybrids on campus are for 18-26 yr. olds, while online versions attract all ages, current university students or CPA exam students who need the class, even high-school students who just want to 'see' what an online course is like, etc.</p>
		<p>06/15/2015 - BUSI 11 has been offered primarily by distance learning for several years, but in F14 and in F15 there are HYBRID sections offered as well.</p> <p>In either mode of BUSI 11, we continue to read textbook cases about info sys topics on technology, key system applications for the digital age &amp; building/managing info systems. We discuss book cases &amp; upgrades and always have Classroom Discussions (online in Etudes &amp; live in a hybrid class) related to the book &amp; added Qs that challenge students to think about what could have worked in the case as stated, what else other orgs. doing, and where supplementary info may be found.</p> <p>In addition to 'canned textbook cases,' also offered are individual reports for each student such as creating an imaginary small business, researching appropriate hardware/software, telecom, security, and inquiring about what kind of employee training</p>	<p>06/15/2015 - Since there is emphasis on written work where critical thinking, analysis, and effective communication takes place, we've had an 80% success rate. Continue with a variety of written assignments (varies depending on whether BUSI 11 is offered all online or as a hybrid where there is more group discussion/presentations to go with the written cases or individual projects).</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>would be appropriate. Students examine alternative solutions and pick the 'best one,' telling why in their written assignments.</p> <p>When these activities are done in a hybrid mode, there is also live groupwork and exchange of ideas/info/strategies, and presentations to the class.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> Since written assignments are mandatory in both online &amp; hybrid sections, over 80% of students met goal and improved their writing based on feedback from instructor (and class peers if a hybrid class).</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><b>Start Date:</b> 07/02/2012</p> <p><b>End Date:</b> 06/28/2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric: Analyzing and interpreting data from MSOffice tutorials to apply to a new problem/document.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>10/05/2015 - We have a 'mixture of the 80% on this one, as many students have not had basic courses in MSOffice (or computers or business), so the assigned material works better when we stay flexible while teaching about these concepts (see reflection below).</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> With many college students now using mobile devices (tablets &amp; smartphones) rather than desktop PCs, and since many have not taken an MSOffice class, or a business or computer class for that matter (as they state in the first check-in), now we need to keep them interested beyond what PCs &amp; MSOffice offered in</p>	<p>10/05/2015 - Consider rewriting the BUSI 11 content description part where MSOffice software is stated and reword in more general terms. Since BUSI 11 is closer to a management course than a how-to-use-the-software course like BUSI 91L, consider other ways of using various documents (i.e., analyze from viewing various examples on the web or in class if it's a hybrid section, instead of typing up the material from scratch since the latter is time consuming).</p> <p>Additionally, in our annual hybrid BUSI 11 offering, students have a chance to see instructor demos, student presentations (i.e., PPTs), and to compare their work with each other. Plus, if instructor is using</p>

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		<p>previous years. It has been found that many online students are self-taught &amp; are missing the nuances of effective business writing, basic spreadsheet work, and slide design. So we've moved from requiring MSOffice assignments to accepting variations in software/hardware as long as assignment constraints are met.</p> <p>To assist students, we provide a list of free tutorial resources in the online section and invite them to 'yelp' in the classroom discussion area about their experiences with them. Most are happy to share something they liked, learned about, or saw (since many tutorials sites have videos, slides, lecturettes, sample demo files, quizzes, etc.).</p>	<p>ancillary materials such as MyMISLab, there are 'canned problems' that can be done &amp; autoscored.</p> <hr/>
		<p>06/15/2015 - This works better in a hybrid class because students can work on collaborative presentations which can be shared with the class, and instructor 'coaches' by physically seeing at a glance (or show of hands) who can work with this software and what further teaching is needed.</p> <p>It has become much more challenging to ask students to use this software (or similar alternatives) in assignments because so many have not taken a class in MSOffice (like BUSI 91L) or accounting and don't know what a good one should look like! (we have several high school students enrolling &amp; many who say it is their 'first online course ever' or that they have a full-time job and can only devote limited time to the course, or rely on their smartphone for course access, etc.).</p> <p>Additionally, alternative software to MSOffice is available 'for free' and on a variety of mobile devices so we've shifted to a variety of self-</p>	<p>06/15/2015 - Most students (80%) met this SLO3 requirement, although results varied depending on how much time/effort each wanted to put into an assignment, what software was available (since we can't control online students' access to the hardware/software they use), and whether they were going for an A or B or just 'settling for a C.'</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>teaching tutorials online about MSOffice personal productivity software and also accept variations in the software used with our online students. In the online class we have done more analysis of already produced charts, graphics &amp; slides and have emphasized learning/practicing MSWord and MSEXcel for documents needed in BUSI 11.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p> <p><b>GE/IL-SLO Reflection:</b> We have met the 80% success factor since offering alternative ways of doing/producing assignment results involved with MSOffice or similar software. Through a variety of individually authored assignments (as opposed to canned MyMISLab publisher materials) students have been offered more variety and choice and several stated that they liked the opportunity to choose how they convey their info (as compared with 'rote learning by doing' step by step, which again is in the realm of BUSI 91 Intro to Info Processing).</p> <p><b>GE/IL-SLO Reflection:</b> We have met the 80% success factor since offering alternative ways of doing/producing assignment results involved with MSOffice or similar software. Through a variety of individually authored assignments (as opposed to canned MyMISLab publisher materials) students have been offered more variety and choice and several stated that they liked the opportunity to choose how they convey their info (as compared with 'rote learning by doing' step by step, which again is in the realm of BUSI 91 Intro to Info Processing).</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from court visit.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>10/28/2015 - MENDIZABAL</p> <p>-----</p> <p>1. Randomly-drawn, Short Answer and True/False Quiz (Formative) given via in class testing</p> <p>(addresses SLO-1)</p> <p>2. Homework Problems and Case Assignments (Formative) given via out of classroom and at-home</p> <p>assignments (addresses SLO-2)</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your</p> <p>findings.</p> <p>SLO 1 – Students are generally aware there will be at least one quiz per week. If a quiz has not been</p> <p>administered during the first class session (course meets two times a week) then they know there will be</p> <p>a quiz the following session. However, some students do not reason and remember to study in advance.</p> <p>Students are better prepared when they know in advance that a quiz will be administered in an upcoming</p> <p>course. However, some students still will not perform well. At times, a brief review of the materials</p>	

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		<p>immediately prior to the quiz may help over 80% of the students.</p> <p>SLO 2 – Students generally submit assignments on time. However, many students do not realize the extent of the work to complete the assignments. In -class discussion and evaluation of assignments yield a higher percentage of timely and accurate completion of the assignments. Students generally take two attempts before submitting complete and accurate analysis assignments. The learning process involved in the case analysis assignments may assist students in critical thinking later in life.</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: Apply more time to review format and content of analysis assignments.</p> <p>B. Teaching methods: Apply more visual, and repetitive methods with real life examples.</p> <p>C. Assignments: Balance the amount of assignments to the abilities of the students time constraints.</p> <p>Ask for student feedback and participation.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): Maintain a thoughtful</p>	



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		<p>regimes</p> <p>of testing and quizzes and allow students to drop the lowest quiz. Provide student counseling if requested.</p> <p>E. SLO: Continue to analyze and develop the SLO process</p> <p>F. The Assessment for the SLO: Continue to record and track changes in student performance based upon outcomes reviewed during the academic term.</p> <p>G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Additional Office hour time to prepare and evaluate the SLO requirements and record keeping. Also additional training in the development of the SLO process.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	
		<p>10/20/2015 - WONG</p> <p>A) How many SLO's will you be assessing this academic year? (Reminder for each SLO you choose to assess you need to complete #1-3 under Reflection below.): Choose a number: 3</p> <p>B) Please describe the assessment strategy for each SLO you will be assessing this year (I.E: embedded</p>	

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		<p>multiple choice, portfolio, pre-post, performance evaluation using a rubric, written evaluation using a rubric, T/F, any number of examples, don't need to attach actual assignment )</p> <p>1. Randomly-drawn, Multiple-Choice Quiz (Formative) given via MAL (addresses SLO-1);</p> <p>2. Written evaluation of Homework Assignments using IRAC case analysis (Formative) (addresses SLO-2); and</p> <p>3. Written evaluation of Court Visit Assignments using business memo format.</p> <p>C) If you are using a rubric to assess your SLO's , please upload them here.</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings:</p> <p>SLO-1: In answering questions, the students tend to look for the exact wording in the textbook to match the question being asked and complained when they couldnt find it. This shows that they were too focused on matching apples to apples and oranges to oranges, as opposed to being able to think through the problem logically to its final conclusion.</p> <p>SLO-2: Once the students were able to understand the methodology of using the systematic approach to the analysis of facts and the law, they improved remarkably. Many students tried to fake it until they realized that it was a real methodology used by lawyers and judges in the evaluation of legal cases. Students found this skill useful in real life from going to court to evaluating their own legal cases and situations.</p> <p>SLO-3: Most students found the court visit assignments to be beneficial after they attended court. As a student observer, they were able to learned how the court system worked without</p>	

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		<p>the pressures of being an active participant in the system. The court visits and reports had the additional benefit of making the business law class relevant in their lives by showing them how it worked. Almost every quarter a few students would strenuously object to having to go to court because they “claimed” that they didn’t have the time.</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: The subject matter will remain the same because this is after all an introductory course. However, we will continue to use current examples of what is happening in the legal and business world as the canvas for learning a legal theory or concept.</p> <p>B. Teaching methods: We will continue to try to elicit substantive comments from the students on legal issues and concepts being taught with the purpose of showing them how the law works and affects their daily lives. The challenge is how to engage the students so that their individual concerns and needs are met.</p> <p>C. Assignments: Reading assignments from the textbook and in the news, using the legal structure, concepts and the law to evaluate current situations; court visits to understand the legal system and how it works in real life; class discussions on specific issues on how the law works and why it should matter to them.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): quizzes, exams, papers and class discussions on select topics.</p> <p>E. SLO: No change.</p> <p>F. The Assessment for the SLO: No comment.</p> <p>G. Other: None.</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Response: Etudes is difficult and labor intensive to use. Instructors cannot control what is appropriate or inappropriate in the Discussion.</p>	

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		<p>There should be a way for the instructor to review a message first before it can be published to the general class.</p> <p>We need a more interactive system to teach students how to use the law. Current system does not address the unique needs of business and the law. Most classes tend to be memorizing terms and not application of what is being learned. I know what is needed but I don't know where to find the resources, other than to build my own assessment tool</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2014-2015</p>	
		<p>10/17/2015 - CHUN</p> <p>A) How many SLO's will you be assessing this academic year? (Reminder for each SLO you choose to assess you need to complete #1-3 under Reflection below.):</p> <p>One - Student Learning Outcome 03 - Demonstrate their Business Knowledge and Critical Thinking in preparing their court report and presenting their summary during an oral presentation.</p> <p>B) Please describe the assessment strategy for each SLO you will be assessing this year (I.E: embedded multiple choice, portfolio, pre-post, performance evaluation using a rubric, written evaluation using a rubric, T/F, any number of examples, don't need to attach actual assignment )</p> <p>Review observations made during the court visitation. Evaluate the ability of the student to describe their observations using their legal knowledge with proper organization describing the overall</p>	

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		<p>issues, the facts of the case, the law, the sources of that law, a logical analysis of the facts and the law, and a conclusion.</p> <p>C) If you are using a rubric to assess your SLO's , please upload them here.</p> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Court Visitations have limited value in the education of Business law with respect to the course objectives listed under Description, Course Objectives and Course Content. It is an observational exercise rather than an intellectual exercise. Visitations have time and logistical constraints. Court cases do not readily lend themselves to a simplicity in time or logistics. None of the court visitations will allow for a thorough understanding of a business case (such as a contract dispute or construction defect or breach of contract where there are multiple witnesses, direct examination, introduction of evidence, and cross-examinations). The only cases, and the most convenient ones, that may be heard in a limited time (such as a 2-3 hour visit) involve the traffic court or small claims calendar. These cases have limited values (\$8,000 or less in small claims and typically deal with minor cases on security deposits) and speculative whether or not the small claim case will be relevant to basic business issues involving contract disputes. In traffic cases, there is no meaningful educational value other than the processing of cases by the court</p>	

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		<p>(although the interest factor of students are piqued when I ask them to track the socio-economic status of the defendants, the violations and general resolutions of the cases). A disputed violation of the traffic code does not make it educational. Court Visitations have value when there is a 'meaningful' case involved and being litigated. Meaningful is defined as having relevance to what the student is learning as identified in the course content. My observation and experience concludes that students would be better off working in a legal aid clinic for low-income, senior or disabled individuals seeking assistance on their legal affairs for several weekends to see a broad scope of legal issues facing individuals for several weeks. In my prior quarters, I gave students the option of interviewing an attorney to discuss their challenges in the law - from representing clients, to presenting their cases and their outcomes with the case; and their outlook as attorneys on the profession as a whole. Several of my students interviewed Labor Law, General Corporate Law, Intellectual Law, and Tax Attorneys. I felt that their interviews were more personal, directed (as opposed to being anonymous in the back of a courtroom) and productive with their ability to tie real individuals to the practice of law.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following: A. Content of course I would make the Court visitation optional as an extra credit assignment. The idea of the Court visitation is to expose students to the workings of the law. A court visitation only shows the participants 'falling off the cliff' and their results. It's better to show the</p>	

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		<p>students how to avoid 'falling off the cliff' and the paths that the parties took to the courthouse. I would enhance the learning objectives and replace Court Visitations by expanding the course to two quarters which would allow for the addition of required hours to work at a public legal aid clinic (or operated under the auspices of the College and a professional organization). Students will experience a smaller business microcosm involving contract disputes and parties. Students will work around trained legal professionals and within several weeks of experience, they will 'get their hands dirty' with real, not hypothetical, clients that they may care about and have a greater understanding of what the law is about, what it tries to accomplish and the framework (including the judicial system) upon which to reach that goal. This becomes a participatory exercise rather than observational. I would also add prerequisites to the course. That they have completed fundamental business courses on business concepts and terminology.</p> <p>B. Teaching methods</p> <p>My teaching methodology is to have the students focus on the frameworks provided by the textbook with regards to basic legal concepts (contract/breaches/formation) as set forth in the course content</p> <p>I supplement the textbook by requiring all students to submit papers related to research on current events that are relevant to topic for that week and to the student through the use of multi-media- Youtube, Lexis!Nexus research. Such topics include (for example) freedom of speech</p> <p>- Students are required to find the Anarchist handbook online, review the handbook, identify 5 items</p>	

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		<p>that they believe should not be in the public domain and discuss why the Constitution protects such speech. They are required to understand the history of that book, its author and the 'unintended consequences' of that free speech.</p> <p>C. Assignments</p> <p>See above</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) Core learning materials are evaluated by a required outline of the materials and tested by weekly exams - MIC and T/F Supplemental materials are evaluated by written papers 2-5 pages in length on a weekly basis. Papers are graded on fundamentals of organization, logical thought process and relevance to current text materials. The optional Court Visitation would be evaluated by class presentation on use of legal terms, analysis and conclusions.</p> <p>E. SLO The basic Course Content should be amended to reflect and require the relevance of Business law to the student lives and their community. In this age of diversity and learning, students only think of the law in a theoretical sense. Not all students come from a background of even middle class economic wealth or experience. It is presumptive to assume that all students comprehend or care about a multi-million dollar contract involving international entities. Because the course is an 'open' course, students have little or no experience, or fundamental</p>	



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		<p>knowledge of business operations. F. The Assessment for the SLO It should be made optional G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes? None.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p> <hr/> <p>10/17/2015 - HARMON</p> <p>1. Randomly-drawn, Multiple-Choice Quiz (Formative) given via MAL (addresses SLO-1) 2. Algorithmic Homework Problems (Formative) given via MAL (addresses SLO-2)</p> <p>----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Generally speaking, my Business Law 1 students were able to demonstrate that they</p> <ul style="list-style-type: none"> <li>• had acquired a basic understanding of key legal concepts, topics and issues relevant in business, and</li> <li>• were able to apply that knowledge base to a variety of legal contexts and problems.</li> </ul> <p>I draw the above conclusions based upon student performance on the quizzes, test, papers and homework assignments in the course. For instance, the paper assignments required students to take a legal concept of their choosing from the course and apply it to a setting outside of the course. Most students welcomed the opportunity</p>	

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		<p>to do this exercise, and completed the assignment successfully. I have retained soft-copies of students' writing assignments and can provide these for review as desired.</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 – I may decide to use a different textbook if I can find a more suitable one to accomplish these objections</p> <p>B. Teaching methods – I believe the lecture/hybrid/etudes format is an appropriate and effective means of teaching this material</p> <p>C. Assignments – It would be good to encourage more writing from the students, but to do so, I would need teaching support in the form of qualified teaching assistants (see number 3 below).</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) – Currently, the course evaluation materials consist of 2 short papers, 2 quizzes, 10 homework assignments, 1 final exam, being “on-call” for one class session, and participation. I believe these are sufficient to assess student performance.</p> <p>E. SLO = I believe the SLO reflects what students who enroll in Business Law hope to obtain from the course.</p> <p>F. The Assessment for the SLO – I’m unclear as to what this means.</p> <p>G. Other</p> <p>3) Can you identify any resources you need to</p>	

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		<p>implement any suggested changes? More teaching support in the form of having qualified teaching assistants would allow me to assign more writing, which I believe would be to the benefit of student learning in business law</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 3 to 4 on the assessment.</p> <p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from court visit. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% of students will be above average to excellent.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing collection of data at court house. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of students will be above average to excellent from Rubric. <b>Related Documents:</b> <a href="#">BUSI 18 Rubric</a></p> <p><b>Assessment Method:</b> Rubric <b>Assessment Method Type:</b></p>		

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	<p>Discussion/Participation</p> <p><b>Target for Success:</b></p> <p>Above average to Excellent from Rubric.</p> <p><b>Related Documents:</b></p> <p><a href="#">BUSI 18 Rubric</a></p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>	<p><b>Assessment Method:</b></p> <p>Rubric - Analyzing and interpreting data from court visit.</p> <p><b>Assessment Method Type:</b></p> <p>Class/Lab Project</p> <p><b>Target for Success:</b></p> <p>80% of students will be above average to excellent.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>	<p><b>Assessment Method:</b></p> <p>Rubric - Analyzing and interpreting data from court visit.</p> <p><b>Assessment Method Type:</b></p> <p>Research Paper</p> <p><b>Target for Success:</b></p> <p>80% of students will be above average to excellent.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b></p> <p>Active</p>	<p><b>Assessment Method:</b></p> <p>Rubric - Analyzing and interpreting data from court visit.</p> <p><b>Assessment Method Type:</b></p> <p>Presentation/Performance</p> <p><b>Target for Success:</b></p> <p>80% of students will be above average to excellent.</p>		

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<p>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))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of Class should score 80% or above on each quiz.</p>	<p>10/20/2015 - STOTLAR</p> <p>Performance and written evaluations (SLO 1,2,3), based on:</p> <p>a. Seven (7) interconnected and seamless business projects (stages), each containing specific experiential assignments, laboratory exercises, and deliverables, within a think tank, team-based, critical thinking environment, designed to bring the textbook to life (SLO 1,2,3)</p> <p>b. Four (4) written and oral assignments and presentations, encompassing direct application of core business theories and processes to the strategic management method and related processes (SLO 1,2,3)</p> <p>c. Final written strategic case and plan, and oral argument/presentations (SLO 1,2,3)</p> <p>-----</p> <p>SLO 1: Students will be able to demonstrate appropriate use of business terms and concepts (including in the development and presentation of the strategic management plan):</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>a. For the Spring 2015 course (30 students), 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, 68% of the students scored at least 4 out of 5 on the assessment(s).</p> <p>BUSI 22 Fall 2015 Reflection cont'd.</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> <ul style="list-style-type: none"> <li>• Devote a greater percentage of class time</li> </ul>	

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		<p>(utilizing a hybrid flipped/constructivist approach), to the leveraging of theoretical knowledge towards the term-length experiential process, particularly with secondary research methodologies, environmental and strategic analytics, and to the application of such, in oral and written presentations.</p> <ul style="list-style-type: none"> <li>• Reconstruct the “management review” examination, adding questions/answers linking textbook theories with the student cases and projects, further solidifying the theory-to-practice focus of the course.</li> </ul> <p>B. Teaching methods: Customize and revise textbook resources, and link to weekly one-hour laboratory sessions.</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, particularly as it relates to and expands upon the innovative constructivist/experiential architecture and processes.</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 better organized, written, and possibly more affordable, text. The current Pearson offering should be replaced.</p> <p>SLO 2:</p> <p>Students will be able to critically analyze, evaluate, and interpret information by integrating business knowledge in problem solving and decision-making processes in their strategic management plans.</p> <p>1) What were the most important findings from your data? Write two to five sentences</p>	

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		<p>summarizing your findings.</p> <p>a. For the Spring 2015 Term, 93% of the students scored a minimum of 3 out of 5 on the assessment(s).</p> <p>b. In addition, 83% scored at least a 4 out of 5 on the assessment(s).</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: Consider expanding this course (outline, SLO, etc.) as more of a front-end capstone, with strategic management serving on the back-end.</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 Instructor's current experimentation and development of the course for the Department, and ultimately revise the course outline and student learning outcomes, as with SLO 1 (E.).</p> <p>F. The Assessment for the SLO: N/A</p> <p>G. Other: N/A</p> <p>BUSI 22 Fall 2015 Reflection cont'd.</p> <p>3) Can you identify any resources you need to implement any suggested changes? N/A</p> <p>SLO 3:</p> <p>Students will be able to demonstrate their business knowledge and critical thinking in their strategic management presentations.</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>a. For the Spring 2015 Term, more than 92% of the students scored a minimum of 3 out of 5 on the assessment(s).</p> <p>b. In addition, 83% scored at least a 4 out of 5 on the assessment(s).</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: As stated in SLO 2, consider redesigning this course (outline, SLO, etc.) with a</p>	

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		<p>more strategic and experiential focus.  B. Teaching methods: N/A  C. Assignments: N/A  D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): N/A  E. SLO: Continue the current experimentation and development of the course for the Department.  F. The Assessment for the SLO: N/A  G. Other: N/A  3) Can you identify any resources you need to implement any suggested changes?  Consider offering BUSI 22 within a Foothill campus building/classroom specifically designed for collaborative and experiential learning.</p> <p><b>Result:</b>  Target Met  <b>Year This Assessment Occurred:</b>  2014-2015</p>	
		<p>10/17/2015 - LEW</p> <p>1. Randomly-drawn, Multiple-Choice Quiz (Formative) given via MyBizLab (addresses SLO-1)  2. Entrepreneurship Building Blocks (Formative) given via ETUDES (addresses SLO-2)  3. Mini-Business Plan Final Project (Summative) given via ETUDES (addresses SLO-3)  4. Mid-Terms and Final Exam (Summative) given in-class (addresses SLO-1 and SLO-2)</p> <p>-----  SLO-1  1) What were the most important findings from your data? Write two to five sentences summarizing your findings.  While student learning for all course topics met minimum thresholds, the findings showed that student learning for two course topics (Ethics,</p>	



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		<p>Economics) could be improved. Additionally, the Entrepreneurship concept of competitive analysis did not seem to be taught as well as it could have been.</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 – More focused attention will be given in-class to difficult topics (such as ethical decision making frameworks, and comparative advantage)</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</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>No extra resources required</p> <p>SLO-2</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Assessments for this SLO showed that students achieved the desired learning outcome in this area.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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 – More focused attention will be given in-class to difficult topics (such as ethical decision making frameworks, and comparative advantage)</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</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>N/A</p> <p>SLO-3</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Assessments for this SLO showed that students achieved the desired learning out come in this area.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>A. Content of course</p> <p>B. Teaching methods – More focused attention will be given in-class to difficult topics (such as ethical decision making frameworks, and comparative advantage)</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</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>No extra resources required</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</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><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample business plans.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>		
<b>Course-Level SLO Status:</b> Active	<p><b>Assessment Method:</b> Objective-Type Formative Assessment</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>(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><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80%</p>		
<p>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))</p> <p><b>Start Date:</b> 09/26/2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> HW Assignments (Research and Writing Assignments)</p> <p>-----</p> <p>-----</p> <p>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.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of learners will score at "B" or 80% on related scoring rubric.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample business plan.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p> <p><b>Assessment Method:</b> Concept Paper with basic exposure to business plan components.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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 Department - Business (BUSI))	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample business plan. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of students will be above average to excellent.		
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will present their concept papers. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> Completion		
Department - Business (BUSI) - BUSI 231B - HOW TO START A HOME-BASED BUSINESS - Business Plans-How to... - Plans Students will Demonstrate appropriate use of business terms and concepts in their business plans (Created By Department - Business (BUSI))  <b>Start Date:</b> 06/20/2012 <b>End Date:</b> 06/30/2014 <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 231B - HOW TO START A HOME-BASED BUSINESS - Business Plans--How to... - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making in their business plans. (Created By Department - Business (BUSI))  <b>Start Date:</b> 06/20/2012 <b>End Date:</b>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
06/30/2013 <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 233A - STARTING A SMALL BUSINESS - SLO 1 - Business Plans - Students will Demonstrate appropriate use of business terms and concepts in there business plans. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 233A - STARTING A SMALL BUSINESS - SLO 2 - Business Plans - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making in their business plans. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 233E - SMALL BUSINESS MARKETING, RESEARCH & PLANNING - SLO 1 - Business Plans - Students will Demonstrate appropriate use of business terms and concepts in there business plans. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 233E - SMALL BUSINESS MARKETING, RESEARCH & PLANNING - SLO 2 - Business Plans - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making in their business plans. (Created By Department -			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Business (BUSI)) <b>Course-Level SLO Status:</b> Active			
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of students will do above average to excellent.		
Department - Business (BUSI) - BUSI 53A - BUSINESS COMMUNICATIONS & TECHNOLOGY - SLO 1 - Students will demonstrate appropriate use of Business Communication terms, concepts, and			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
technologies (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 53A - BUSINESS COMMUNICATIONS & TECHNOLOGY - SLO 2 - Students will use Business Communication concepts, problem-solving processes and decision-making frameworks to critically analyze, evaluate and interpret business communications. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 53A - BUSINESS COMMUNICATIONS & TECHNOLOGY - SLO 3 - Students will demonstrate basic mastery of Business Communications by developing various business communication work-products and a simple Business Communications Plan. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active			
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through business leadership, ethics and management. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of students will be above average to excellent.		
Department - Business (BUSI) - BUSI 54H - HONORS INSTITUTE SEMINAR IN BUSINESS - SLO 2 - Term Project -	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through business leadership, ethics and		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Students will display their research findings in their term project. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	management. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% of students will be above average to excellent.		
Department - Business (BUSI) - BUSI 55 - DEPARTMENT HONORS PROJECTS IN BUSINESS - SLO 1 - Critical Analysis - Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 123 <b>Assessment Method Type:</b> Case Study/Analysis		
Department - Business (BUSI) - BUSI 55 - DEPARTMENT HONORS PROJECTS IN BUSINESS - SLO 2 - - Effectively demonstrate feasible study in presentation format. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active			
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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through business concepts and terms <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 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	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through business concepts and terms. <b>Assessment Method Type:</b> Research Paper		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
By Department - Business (BUSI)) <b>Course-Level SLO Status:</b> Active	<b>Target for Success:</b> 80% of students will be above average to 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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through business concepts and terms. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 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.	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms. <b>Assessment Method Type:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
(Created By Department - Business (BUSI)) <b>Course-Level SLO Status:</b> Active	Presentation/Performance <b>Target for Success:</b> 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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Use in written assignments/marketing plan project.  <b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample marketing plan. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of students will be above average to excellent.	10/17/2015 - FELDER  21% of the students grade was based on developing a marketing plan. The students developed their plans using a combination of the lectures, homework, and text book. The average grade for the class was 85 out of 100 points which I believe demonstrates the students understanding of the course. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015	
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample marketing plan. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% of students will be above average to excellent.		
Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 3 -	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Presentations - Students will demonstrate their marketing knowledge and critical thinking in creating their marketing plans and presentations. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	from sample marketing plan. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of students will be above average to excellent.		
Department - Business (BUSI) - BUSI 59A - WEB MARKETING - SLO 1 - Knowledge – Demonstrate appropriate use of business terms and concepts. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Objective-type quizzes <b>Assessment Method Type:</b> Exam - Course Test/Quiz	10/17/2015 - LEW  1. Concept Exercises (Formative) given via ETUDES (addresses SLO-1) 2. Hands-on Activities (Formative) given via ETUDES (addresses SLO-2) 3. Discussion Thread Participation given via ETUDES (addresses SLO-1 and SLO-2) 4. Integrated Assignments (Summative) given via ETUDES (addresses SLO-2 and SLO-3) 5. Mini-Marketing Plan Final Project (Summative) given via ETUDES (addresses SLO-3)  ----- SLO-1 1) What were the most important findings from your data? Write two to five sentences summarizing your findings. Assessments for this SLO showed that students achieved the desired learning out come in this area.   2) Given the results of this assessment, describe what changes will be made, if any to the following:  A. Content of course  B. Teaching methods  C. Assignments  D. Course evaluation procedures (e.g., quizzes,	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>exams, papers, etc.)</p> <p>E. SLO</p> <p>F. The Assessment for the SLO</p> <p>G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>No extra resources required</p> <p>SLO-2</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Assessments for this SLO showed that students achieved the desired learning out come in this area.</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 – More focused attention will be given in-class to difficult topics (such as ethical decision making frameworks, and comparative advantage)</p> <p>C. Assignments</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)</p> <p>E. SLO</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>F. The Assessment for the SLO</p> <p>G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>N/A</p> <p>SLO-3</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Assessments for this SLO as well as student feedback indicated that more hands-on and real world experience is needed.</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 – Introduce more real-world content for how digital marketing is conducted in small-medium size businesses.</p> <p>B. Teaching methods</p> <p>C. Assignments – Include a series of assignments that requires students to build and market a live digital storefront.</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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>May require a partnership with a digital vendor to provide the real online experience for our students.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	
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))	<p><b>Assessment Method:</b> Several concept exercises and integrated assignments.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>		
<b>Course-Level SLO Status:</b> Active			
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))	<p><b>Assessment Method:</b> Final project (mini-internet marketing plan).</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p>		
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 59B - E-BUSINESS - SLO 1 - Students will demonstrate appropriate use of eCommerce terms and concepts. (Created By Department - Business (BUSI))	<p><b>Assessment Method:</b> Objective-type quizzes</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p>		
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))	<b>Assessment Method:</b> Case Studies/exercises <b>Assessment Method Type:</b> Case Study/Analysis		
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Final Project <b>Assessment Method Type:</b> Class/Lab Project		
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 60 - INTRODUCTION TO FINANCE - #1 - Gain analytical skills to evaluate business opportunities and decisions for capital investments with various financial metrics. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 60 - INTRODUCTION TO FINANCE - #2 - Develop analytical skills to evaluate financial statements using a variety of analytical tools. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 60 - INTRODUCTION TO FINANCE - #3 - Analyze investment vehicles to value securities (bonds, stocks and other assets). (Created By Department - Business (BUSI))			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> 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)) <b>Start Date:</b> 09/26/2011 <b>End Date:</b> 12/13/2011 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> *80 % of the students through Case Study and analysis should have an understanding of concepts and terms of investment. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 80% of the passing class would be successful.		
<b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Use of business terms and investment terms in their Portfolio. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 80% of who complete class will submit a portfolio.		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will submit a financial portfolio. <b>Assessment Method Type:</b> Portfolio Review <b>Target for Success:</b> 80% of the students who complete the course will have an understanding of a financial portfolio.		
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)) <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students will present portfolio from their investment portfolio wit and understanding of terms and concepts used in the financial industry. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of student who complete the course will understand concepts and strategies for		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>financial investment.</p> <p><b>Assessment Method:</b> Students will be assessed upon completion of their portfolio.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% of the students who complete the class will demonstrate an understanding of their investment Portfolio and present it to the class</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students who participate in this course need to understand the use of business terms through class discussions and participation.</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 80% of the students who complete the course will have a better understanding of use of business terms in the sales process.</p>		
<p>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))</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Through case studies and analyses students will interpret information through research and evaluation of the research in learning how the sales process works.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 80% and above should demonstrate an understanding of how to analyze, evaluate and interpret information to be successful in the sales process.</p>		
<p>Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 3 - Presentations - Students will demonstrate</p>	<p><b>Assessment Method:</b> Students will present or interview one another in using strategies and knowledge</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
business concepts and strategies in their term project and presentations. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	learned for the sales process. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 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 1 - Analysis - Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Completion of their independent study project. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> When we have a student they either succeed or they don't.		
Department - Business (BUSI) - BUSI 64 - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 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. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> Either one completes their project or not.		
Department - Business (BUSI) - BUSI 64X - SPECIAL PROJECTS IN BUSINESS - SLO 1 - Analysis - Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 64X - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 64Y - SPECIAL PROJECTS IN BUSINESS - SLO 1 - Analysis - Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 64Y - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 64Z - SPECIAL PROJECTS IN BUSINESS - SLO 1 - Analysis - Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 64Z - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 70 - BUSINESS & PROFESSIONAL ETHICS - SLO 1 - Ethics Analysis Paper - Students will demonstrate appropriate use of business terms and concepts in their Ethics Analysis paper. (Created By Department - Business (BUSI))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 70 - BUSINESS & PROFESSIONAL ETHICS - SLO 2 - Ethics Analysis Paper - Students will critically analyze, evaluate and interpret information in their Ethics Analysis paper. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 70 - BUSINESS & PROFESSIONAL ETHICS - SLO 3 - Presentations - Students will demonstrate their ethics and philosophy knowledge in preparing their Ethics Analysis paper and presenting their summary during an oral presentation. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 70R - INDEPENDENT STUDY IN BUSINESS - Independent Study - Students will demonstrate greater proficiency in the discipline through independent study. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
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))	<b>Assessment Method:</b> Through case studies and analyze students must understand the use of management terms and concepts through research. <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 80% plus should demonstrate the use and strategy of business terms and concepts.		
<b>Course-Level SLO Status:</b> Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Through case studies and project analyses students should understand the decision making process for managers.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 80% and above should have the knowledge of how to research a case study and analyze it.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students are measured on their presentation and performance through out the course and their final presentation.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% and above of the students who complete this course should demonstrate their knowledge of strategic management.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Randomly-drawn, Multiple-Choice Quizzes</p> <p><b>Assessment Method Type:</b> Exam - Course Test/Quiz</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>10/17/2015 - MCKEE</p> <ol style="list-style-type: none"> <li>1. Randomly-drawn, Multiple-Choice Quiz</li> <li>2. Homework Problems from textbook</li> <li>3. Homework Project Problems not from textbook.</li> <li>4. Comments on videos.</li> </ol> <p>-----</p> <p>1) What were the most important findings from your data? Write two to five sentences summarizing your findings.</p> <p>Most students had no problem following instructions in textbook.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Some students needed clarifications on Project assignments.</p> <p>Some students forgot to watch the videos.</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 None.</p> <p>B. Teaching methods Give more reminders when videos are available.</p> <p>C. Assignments Rewrite Project assignments to make them clearer.</p> <p>C. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) No changes.</p> <p>D. SLO Should eliminate SLO #1</p> <p>E. The Assessment for the SLO No change.</p> <p>G. Other No.</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>No.</p> <p><b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2014-2015</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Evaluating Computer Projects</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Through use of case studies and written analyses students will improve on business acumen.</p> <p><b>Assessment Method Type:</b> Case Study/Analysis</p> <p><b>Target for Success:</b> 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><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> 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><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> 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</p>	<p><b>Assessment Method:</b> Student will demonstrate what they have learned in starting or running a business through their written business plan and presentation.</p>		



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
their business plans and presentations. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 100% completion of plans.		
Department - Business (BUSI) - BUSI 95E - SMALL BUSINESS EXPORT & IMPORT - SLO 1 - 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Through case studies and analyses gain a critical understanding of International business terms and concepts. <b>Assessment Method Type:</b> Case Study/Analysis		
Department - Business (BUSI) - BUSI 95E - SMALL BUSINESS EXPORT & IMPORT - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret international business information for their term projects. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Through discussions and participation with classmates and international trade organizations students will demonstrate through research how to work in international trade. <b>Assessment Method Type:</b> Discussion/Participation		
Department - Business (BUSI) - BUSI 95E - SMALL BUSINESS EXPORT & IMPORT - SLO 3 - Presentations - Students will demonstrate international business concepts and strategies in their term projects and oral presentations. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> 80% or more of the student who complete the course will demonstrate through presentation on how to be an Import-Exporter specialist. <b>Assessment Method Type:</b> Presentation/Performance		
Department - Business (BUSI) - BUSI 96 - ENTREPRENEURSHIP: STARTING & OPERATING A SMALL BUSINESS IN THE SILICON VALLEY - 1 - Demonstrate critical thinking and analytical skills using	<b>Assessment Method:</b> Class Discussions, Written critical analyses of Case Studies, Business Topic Reports, Business Plan/Concept Paper, Quizzes and Exams		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
entrepreneurial frameworks for planning and launching a successful entrepreneurial venture, including idea generation, feasibility analysis, market analysis and planning, financial planning and other aspects of business planning. (Created By Department - Business (BUSI))	<b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 75% of students achieve B or better for each method of evaluation.		
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 96 - ENTREPRENEURSHIP: STARTING & OPERATING A SMALL BUSINESS IN THE SILICON VALLEY - 2 - Demonstrate application of entrepreneurial skills to a real-world business situation through the evaluation of entrepreneurial opportunities, assessment of business risks, and preparation of a business plan (including market analysis and financial statements) (Created By Department - Business (BUSI))	<b>Assessment Method:</b> Class Discussions, Written critical analyses of Case Studies, Business Topic Reports, Business Plan/Concept Paper, Quizzes and Exams <b>Assessment Method Type:</b> Case Study/Analysis <b>Target for Success:</b> 75% of students achieve B or better for each method of evaluation.		
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 97 - MANAGEMENT SEMINAR - SLO 1 - - Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 97 - MANAGEMENT SEMINAR - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))			
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 99A - SUPERVISED BUSINESS INTERNSHIPS -	<b>Assessment Method:</b> Students must complete agreed to		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	internship. <b>Assessment Method Type:</b> Field Placement/Internship <b>Target for Success:</b> 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))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students must complete agreed to contract <b>Assessment Method Type:</b> Field Placement/Internship <b>Target for Success:</b> 100% of the students who complete the project receive a grade.		
Department - Business (BUSI) - BUSI 99B - SUPERVISED BUSINESS INTERNSHIPS - Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Students must complete agreed to internship. <b>Assessment Method Type:</b> Field Placement/Internship <b>Target for Success:</b> 100% of the students who agree and complete the internship will receive a grade.		
Department - Business (BUSI) - BUSI 99B - SUPERVISED BUSINESS INTERNSHIPS - Reflect - Successful students will be able to reflect upon their experiences in the workplace. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 99C - SUPERVISED BUSINESS INTERNSHIPS - Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b>	<b>Assessment Method:</b> Students must complete agreed to internship. <b>Assessment Method Type:</b> Field Placement/Internship <b>Target for Success:</b>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	100% of the students who complete the internship agreed to, will receive credit.		
Department - Business (BUSI) - BUSI 99C - SUPERVISED BUSINESS INTERNSHIPS - Reflect - Successful students will be able to reflect upon their experiences in the workplace. (Created By Department - Business (BUSI))  <b>Course-Level SLO Status:</b> Active			

# Unit Assessment Report - Four Column

## Foothill College

### Program (BSS-BUSI) - Business Administration AA

**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

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Program (BSS-BUSI) - Business Administration AA - 1 - A successful graduate of this program will have a comprehensive understanding of the components of running a business, from operations, to finance, marketing and business law.</p> <p><b>Year PL-SLO implemented:</b> End of Quarter</p> <p><b>SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> In each core course, there is a research paper or presentation related to one or more of the components of running or being employed by a business.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 100% of graduates will demonstrate a basic understanding of these components.</p>	<p>12/11/2013 - Each student who receives an AA degree in Business Administration has shown their competency in understanding all aspects of the core of the degree. Completing the degree gives the student the skills needed to enter the workforce or transfer.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <hr/> <p>07/09/2012 - How many students were able to demonstrate an understanding of the term project, was asked at the end of the spring quarter 2012. 92-100% of the students questioned during finals said the term project was of value and understood what it takes to start a business or work for business.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b> The questions asked in the GE BUSI 22, &amp; 53 agree with the findings.</p>	
<p>Program (BSS-BUSI) - Business Administration AA - 2 - A successful graduate of this program will have an understanding of the type of business they wish to enter and their options.</p>	<p><b>Assessment Method:</b> Through giving and receiving presentations in each of the core courses, students will learn about the types of businesses available to enter.</p> <p><b>Assessment Method Type:</b></p>	<p>12/11/2013 - Building basic skills, computation, and critical thinking; the success of the students who completed this program are prepared for the workforce and/or prepared to transfer. Part of the goal is to build the students confidence in communication not only with peers but</p>	

PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<b>Year PL-SLO implemented:</b> End of Quarter  <b>SLO Status:</b> Active	Presentation/Performance <b>Target:</b> 100% of graduates will understand the types of businesses and the direction they wish to pursue.	<p>opportunities to present and observe professional presentations to be better prepared for the real world marketplace.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2012-2013</p> <p><b>Resource Request:</b> None at this time.</p> <p><b>Resource Request:</b> None at this time.</p> <hr/> <p>07/09/2012 - Based on the following questions asked:            1. is this your first business course? Busi 22 was 86%. All other business classes the results indicated first time business class was 12-20%            The last question indicated that over 90% of the students say they will be business majors. This data indicates students do grasp how business works and the direction they would like to seek out further information.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2011-2012</p> <p><b>GE/IL-SLO Reflection:</b>            Same on GE BUSI 22 and 53. Intro courses indicate students wish to go further in business.</p> <hr/>	