

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
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Division Name:	Business and Social Sciences
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Please list all team members who participated in this Program Review:

Name	Department	Position
Natasha Mancuso	Business	Full-time Faculty
Laurence Lew	Business	Full-time Faculty
Mimi Will	Business	Full-time Faculty (Article 18)
Jose Nava	Business / Accounting	Full-time Faculty (Actg)

Number of Full Time Faculty:	2	Number of Part Time Faculty:	11
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Please list all existing Classified positions: Example: Administrative Assistant /

SECTION 1: PROGRAM REFLECTION

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.

According to Foothill College Online Program Review Data tool, headcount in Business Division courses has increased by 2.35% since 2015/2016 academic year. Enrollment increased 1.87% while the number of sections decreased by 1 (session). While 53% of our courses are taught by part-time faculty, that number has decreased by 25% from last year as we hired two new full-time faculty members. Student success rate is 81% (2% higher than overall Foothill College and 4% higher than overall DeAnza College). Some of our courses have seen dramatic increase in enrollment: BUSI11 Introduction to Information Systems 29.5% increase, BUSI59A Web Marketing 25.5% increase, BUSI90A Management 71% increase. Success rates in all of these classes range from 79% to 86% (above college-wide target rate of 77%).

Program updates:

1. In 2015/2016 academic year we re-activated BUSI57 Advertising class, as part of the Marketing Certificate Program. The class has not been offered since 2013, enrollment in Fall Quarter of 2016 was 27, it will be offered every Fall Quarter.

2. In response to increased demand for Online classes, we introduced new fully-online sessions of BUSI59 (Principles of Marketing) and BUSI22 (Principles of Business).
3. We focused on reviewing and updating Student Learning Outcomes to reflect changing business environment and workforce expectations. SLOs for BUSI 22, BUSI 57 and BUSI 59 have been reviewed and updated to include "soft" skills such as communication, teamwork and collaboration and presentation skills.
4. In partnership with STEM, we offered an Entrepreneurship Bootcamp to Foothill students which consisted of a series of focused topics: entrepreneurial innovation, business feasibility assessment, business planning, product development, business law, and how to pitch a business idea. The program ran for 8 weeks, one 4-hour lecture per week.

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.

This year the Business Department has a dual focus:

1. To support and enhance existing programs (Transfer and Career Certificates):

The Business Department will build consistency across the program offerings for students in pursuit of career certificates.

- We propose to re-organize Marketing Certificate program based on the widely used 4Ps of marketing model. Marketing Certificate Program classes will focus on each component of the marketing mix : Product, Place (Distribution), Promotion and Price. Within this model, current BUSI59 would serve as an introductory course, current BUSI57 Advertising class would be rolled into Promotion: Advertising, Personal Sales, PR and Publicity and Digital Marketing. Additional courses will have to be designed to cover Product, Price and Place. We would like to launch additional classes online as a "stand alone courses" approved locally to assess the demand and offer options to students currently in pursuit of Marketing Certificate.
- The Business Department will re-structure the Entrepreneurship Certificate program and place more emphasis on Entrepreneurship within the Business curriculum by enhancing existing courses and introducing new courses which focus on Entrepreneurial Skills, such as problem solving, critical thinking, and collaboration. Coursework modification/creation will also allow students to specialize in two key areas: Social Enterprise and Service Leadership. Existing courses to be enhanced will include traditionally entrepreneurship-focused classes (e.g. BUSI 95, 96) as well as related coursework (e.g. gateway courses BUSI 11, 22, 59, as well as specialized courses e.g. BUSI 90A, 53A, 87). New courses will be initially introduced as "stand alone courses" and target critical gaps in order to create a robust set of coursework in the field.
- As our online presence grows, we will also focus on quality of online instruction and assessment to ensure student success as they transfer to four-year colleges and into the workforce.

2. To introduce new courses, workshops and events that support the Service Leadership initiatives launched college wide:

- The Business Department will establish a program function responsible for providing a series of extracurricular opportunities (events, activities, internal consulting engagements, etc.) that enable Business students to gain experience applying learned Business concepts in a real-world environment -- particularly in Entrepreneurship, Social Enterprise and Service Leadership (such as civic engagement).
- As we work with the newly formed Advisory Board, we will identify the skills employers seek most and include those skills in the SLOs and assessments. Currently, we've identified communications skills (presentation and writing) and team-work and collaboration as the skills required by employers but not consistently reinforced by our Program.
- Based on our past experience (work in the Philippines) we will develop a framework for teaching Social Entrepreneurship that can be applied to any discipline college-wide and, thus, contribute to the development of a college brand - Service Leadership.

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)?

We will use student success rates as well as enrollment data to evaluate the success of our program. Enrollment data reflects the number of students returning to courses within our program after completing one business course (most often BUSI22). We will also evaluate success rates based on ethnicity and gender to identify underserved groups and promote student success.

We propose to start collecting data on Foothill Business Alumni to learn how our program has contributed to their success. We can begin by collecting contact information with an intent to send out a yearly survey with questions related to employment, income, geographic location, academic pursuits. Such data will help us to identify the skills we need to develop in our students as well as identify career paths and employment opportunities.

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."

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.

As the cost of living rises in the Bay Area, we see enrollment numbers slowly dropping for underserved groups. Many of our students can't afford to live within commutable distance of Foothill campus and move away. To accommodate students that can't come to campus and in response to a tremendous increase in demand, we plan to offer more online classes. In addition, we are focusing on connecting our students (face-to-face and online) to resources available at Foothill College: DRC, TLC, NetTutor (online), Quest for Success (online).

SECTION 2: PROGRAM OBJECTIVES & RESOURCE REQUESTS

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

Program Objective	Implementation Timeline	Progress Measures
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Example: Offer 2 New Courses to Meet Demand	Winter 2016 Term	Course Enrollment
Offer 1 new course to satisfy requirements of the Marketing Career Certificate	Winter 2018 Term	Course Enrollment
Offer 1 new course to satisfy requirements of the Entrepreneurship Career Certificate	Winter 2018 Term	Course Enrollment
Launch Social Entrepreneurship program: workshops, events, bootcamp	Winter 2018 Term	Course Enrollment

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	\$	Program Objective (Section 2A)	Type of Resource Request			
			Full-Time Faculty/ Staff	One-Time B-Budget Augmentation	Ongoing B-Budget Augmentation	Facilities and Equipment
Director of Social Entrepreneurship Program	TBD	Launch Social Entrepreneurship Program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

We would like to offer Entrepreneurship Bootcamp again and would need reassigned time for preparation and delivery. The exact amount of time has not yet been estimated.

3A. Attach 2015-2016 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 2015-2016 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.

SECTION 4: FEEDBACK AND FOLLOW-UP

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:

4B. Areas of concern, if any:

4C. Recommendations for improvement:

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>Start Date: 07/02/2012</p> <p>End Date: 06/28/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Use in weekly assignments, discussions, and monthly tests</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/16/2016 - 87% of students scored on average 80% or above on weekly reading quizzes. 81% of students scored on average 80% or above on the Final Exam</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>10/17/2016 - Consider alternative uses for Dynamic Study Modules and Study Plan functionality in Pearson Online Education Supplement to increase student scores on exams.</p>
		<p>10/04/2016 - Of those students enrolled in BUSI 11 online during the first half of 2016, over 80% of students earned 80% or higher on weekly tests. Because tests were open for more than 1 day and could be using open-book methods, students succeeded consistently (except those who chose not to take a test & 'missed deadline').</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>10/10/2016 - Continue with course content & supplementary materials/assignments as planned and review whether the textbook/materials still remain appropriate choices. As book prices keep going up, more students 'don't have their books' the first 2 weeks, which does not help us get started.</p>
			<p>10/10/2016 - Because we offer both all-online and hybrid (comb. F2F & online) sections of BUSI 11, and use different textbooks, there may be some variation on kinds of testing. Previously we did not feel that both kinds of classes needed to be working with the same book/materials, even though both books/supplementary materials are from the same publisher. We might revisit this annually as we compare results.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: 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 about the info systems used.</p> <p>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>10/05/2015 - Continue with a mixture of reading, quizzes, weekly discussion participation & written assignments, and a project report researched & 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 & SLOs. Groupwork & 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>06/15/2015 - Fall thru Spring 14-15: Weekly reading material & quiz tested on terms & concepts through written questions, case analysis, doing research & writing up assignments & report. HW & tests are not timed to allow students to make sure about the terminology & 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 & made a presentation to the class about an info systems case or topic, using the terms & concepts being studied. Their midterm & final exams taken during class included essay questions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: More than 80% of students met expectations, continue as designed. This skill addresses students' vocabulary/definition memorization & 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> <hr/>
		<p>10/10/2014 - This past year we offered 2 summer sessions (early & regular) online, which concentrated the material into 6 weeks instead of 12. Students were assigned material that had review options for info systems terms/concepts and prepared/submitted 1 or 2 assignments weekly using the course vocabulary and citing specific real-world examples.</p> <p>As the course as originally written to contain more lab assignments using MSOffice was adjusted since the last SLO check-in, students spent more time reading/learning the vocabulary & less time working with software. Their presentations</p>	<p>10/10/2014 - We recommend continuing a variety of ways for students to learn info systems terms & concepts (through textbook, cases, readings, Web research, lectures, MyMISLab where appropriate in the hybrid class), and related community events) and to practice using them in creating assignments, discussions, and presentations.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>continued to be written and shared in weekly Discussions online since the class sections were still being offered through distance learning where other class members could read/learn from how the terms/concepts were illustrated by example.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Info systems terms & concepts are available to students through textbook (in print and e-text) and research of related articles/content on the Web and in current periodicals. Their written assignments are read by instructor with comments added/corrections suggested. We offer optional materials like various quizzes, article summaries, and attending local events (like the annual Silicon Valley Code Camp at Foothill College, so there are continual opportunities to be exposed to/study info systems terms & concepts (and it is up to the student to follow through to learn).</p> <p>In Fall 2014 we are offering the first hybrid section of BUSI 11 (in addition to 2 online sections) and using MyMISLab in addition to the text & weekly lectures, which provides another way students can self-quiz on terms, view supplementary materials, and take quizzes on content/terms.</p> <p>With the complexity & auto-learning features involved with introducing a publisher-based website like MyMIS, it was good to have this in the HYBRID class, where the instructor could explain/demonstrate how to use the system to support learning.</p> <p>GE/IL-SLO Reflection: Info systems terms & concepts are available</p>	<p>10/10/2014 - It is recommended that BUSI 11 continue to use a combination of textbook, both written and lab-related solutions, using Web/print research as well as live events, guest speakers, publisher-based MyMISLab where appropriate in hybrid section, and student projects interviewing workers in the IT field and sharing this information in discussions as well as through assignments.</p> <hr/> <p>10/10/2014 - It is suggested that BUSI 11 continue to use the most current version of the textbook (whether printed or online), a variety of assignments/learning experiences to support the reading and/or lectures (i.e., case study discussion or written analysis, M/C and essay answer tests, and project report), and review student check-ins/course evals, and e-mail comments for suggestions to implement the next time around.</p> <p>By offering a HYBRID section at least once a year, as well as the usual online sections (which attract students from universities outside the Foothill College are where BUSI 11 transfers for degree credit) as well as our local students, the Bus Division is meeting the needs of our customers better.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>to students through textbook (in print and e-text) and research of related articles/content on the Web and in current periodicals. Their written assignments are read by instructor with comments added/corrections suggested. We offer optional materials like various quizzes, article summaries, and attending local events (like the annual Silicon Valley Code Camp at Foothill College, so there are continual opportunities to be exposed to/study info systems terms & concepts (and it is up to the student to follow through to learn).</p> <p>Target for success (80% or better) continues to be met by students taking the weekly quizzes/tests (they get 2 tries with a different mix of questions). However, students not keeping up with regular assignments and missing points may earn lower grades, since more students are now overloading their schedules and 'just need a C to pass the course.'</p> <p>In Fall 2014 we are offering the first hybrid section of BUSI 11 (in addition to 2 online sections) and using MyMISLab in addition to the text & weekly lectures, which provides another way students can self-quiz on terms, view supplementary materials, and take quizzes on content/terms.</p> <p>With the complexity & auto-learning features involved with introducing a publisher-based website like MyMIS, it was good to have this in the HYBRID class, where the instructor could explain/demonstrate how to use the system to support learning.</p> <p>01/03/2013 - All students take a weekly quiz on chapter concepts/terminology weekly, and also complete 1 short case analysis writeup and</p>	<p>10/10/2013 - Consider using Laudon's Essentials of MIS 11/e textbook for 2014 (print date = 4/14)</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>contribute to weekly discussion threads online to demonstrate application of a term/concept to a real-world business situation from work or use of an information system as a consumer. Additionally, they researched an info. system of their choice and prepared a term paper and created a PPT presentation summarizing key concepts. Over 80% of students were above average/excellent in completing these assignments/requirements.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Reconsider using Laudon's Essentials of MIS 11/e during 2014</p> <p>GE/IL-SLO Reflection: During Summer & Fall 2013 the textbook was changed to the current Laudon's MIS 13/e book, to keep up with newer technologies and real-world up-to-date case studies. Because the book included Improved Decision-making case analyses based on already prepared Excel (spreadsheet) & Access (database) data files, the step-by-step approach to creating these documents was replaced, especially since the MyMISLab that was an option for students as an online website with e-text and Excel/Access tutorials and as the BSS Division BUSI 91L Class offered similar hands-on exercises. It was found that not every student responded positively to this level of critical thinking/analysis and problem solving especially because they had not had office/business experience and were taking their first business and first online class; so performance results were mixed.</p> <p>GE/IL-SLO Reflection:</p>	<p>and changing the lab exercises to include a variety of analysis of already prepared data files and bringing in examples from the 'real world' of work and business.</p> <hr/> <p>01/03/2013 - A weekly quiz on chapter reading concepts seems to be an effective way for students to study/memorize/apply definitions and concepts in their weekly work (case analysis, shared discussion examples about applied concepts, and labs) and is recommended to be continued.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>During Summer & Fall 2013 the textbook was changed, to keep up with newer technologies and real-world up-to-date case studies. Because the book was more expensive and included Improved Decision-making case analyses based on already prepared Excel (spreadsheet) & Access (database) data files, the step-by-step approach to creating these documents was replaced, especially as the BUSI 91L offers similar hands-on exercises. It was found that not every student responded positively to this level of critical thinking/problem solving especially because they had not had office/business experience and were taking their first business and first online class; so performance results were mixed.</p> <p>GE/IL-SLO Reflection:</p> <p>During Summer & Fall 2013 the textbook was changed to the current Laudon's MIS 13/e book, to keep up with newer technologies and real-world up-to-date case studies. Because the book included Improved Decision-making case analyses based on already prepared Excel (spreadsheet) & Access (database) data files, the step-by-step approach to creating these documents was replaced, especially since the MyMISLab that was an option for students as an online website with e-text and Excel/Access tutorials and as the BSS Division BUSI 91L Class offered similar hands-on exercises. It was found that not every student responded positively to this level of critical thinking/analysis and problem solving especially because they had not had office/business experience and were taking their first business and first online class; so performance results were mixed.</p>	

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<p>Department - Business (BUSI) - BUSI 11 - INTRODUCTION TO INFORMATION SYSTEMS - SLO 2 - Written Assignments - Students will critically analyze, evaluate and interpret information by integrating computer information systems concepts from book with real-world cases/examples to practice problem solving and decision-making processes (Created By Department - Business (BUSI))</p> <p>Start Date: 07/02/2012</p> <p>End Date: 06/28/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluating brief written assignments on selected topics from the text and/or current news.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/16/2016 - 83% of students earned an average of 80% or above on brief written assignments; 80% of students earned an average of 80% or above on Final Written Project. It was observed that there was an increase in the number of students who needed assistance with comprehending the concepts of 3-tier architecture and service oriented architecture (SOA).</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>10/17/2016 - Implement an alternative method of teaching the concepts 3-tier architecture and Service Oriented Architecture</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 information & critical analysis, and suggest creative problem-solving/new alternatives.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: 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>10/10/2016 - Continue with course content & supplementary materials/assignments as planned and continue to model 'better ways of doing this' through referring to student postings in Discussions & online lectures, and demonstrating well-done projects in the hybrid class. As book prices keep going up, more students 'don't have their books' the first 2 weeks in the online sections, which does not help us get started.</p>	<p>10/10/2016 - During 2016 we have continued to offer BUSI 11 in all-online and hybrid modes, each of which offers different learning experiences:</p> <p>The online section works by individual pacing/assignment, even though the assignments, tests, and weekly discussion modules are the same for everybody and it is not a self-paced course. With students</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>from all over the country & even abroad, we ask that they follow a weekly pattern of chapter/topic reading, completion of quiz, a written text-case & outside research HW, and participation in the weekly asynchronous discussion threads. Discussions are the place where students come on different days/times to respond to assigned questions & add to what others may have offered. We encourage examples from reputable current resources as well as personal experience. We have found that with a wide array of backgrounds & preparation to take an all-online class, students may not always participate by posting (but may be reading for information) so Discussions are graded only on a timely share or more each week.</p>
			<p>In our textbook case analysis (done either individually in an assignment or as a whole class group in a discussion thread), we ask for critical thinking, citing relevant examples, and considering matters such as ethics & appropriateness of various solutions.</p>
			<p>This area has the greatest variation among students depending on a student's ability to write at college level, use business vocabulary & concepts, know how to do academic research, and turn in work 'by deadline' (some just skip assignments, some have not taken the recommended advisories for</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>BUSI 11 such as English writing or having taken an online class previously. That said, those who do the work regularly and don't miss assignments, surely earn 80% average to excellent scores/grades. It is always a student's personal choice to take this class and to follow our Syllabus and requirements to succeed.</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 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 & integrity of learning is a positive factor. For example, the 'same' book & materials may not be the best way for both the online & 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>06/15/2015 - Since there is emphasis on written work where critical thinking, analysis, and effective communication takes</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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 & building/managing info systems. We discuss book cases & upgrades and always have Classroom Discussions (online in Etudes & live in a hybrid class) related to the book & 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 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: Since written assignments are mandatory in both online & 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>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> <hr/> <p>10/10/2014 - BUSI 11 has continued to provide a variety of learning experiences to evaluate/interpret info from the textbook into the 'real world' by offering textbook cases and critical thinking activities, doing library/Web research and reading current news/periodicals related to</p> <p>10/10/2014 - We recommend continuing weekly brief assignments on chapter topics/real world cases (for both the ONLINE and HYBRID sections) to focus interest on a variety of specific</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>concepts being studied, in addition to instructor-created assignment problems that ask students to determine what is needed, to gather necessary info, and to choose how to present the material effectively.</p> <p>With the addition of a HYBRID section of BUSI 11 in Fall 14, there are alternatives to 1-way reading/study/writing that happens in online classes and students can more readily collaborate on group projects or classroom discussions in real time.</p> <p>The online sections of the class continue to emphasize individual work but we participate in classroom discussions by sharing answers/experiences from real life & work experience/personal opinions through several topic threads open each week.</p> <p>Even students who are reading more than 'sharing' with a written posting online are seeing/learning how others are interpreting the questions and seeing instructor comments with additional info/examples throughout the threads each week. Many online students have reported back that it is helpful for them to see how others feel about a particular issue being discussed (after all, there is a large group of students who 'grew up with social media' sharing of opinions, so to ask for individual analysis isn't always realistic and causes some students to hold back.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection: Online sections of BUSI 11 use selected materials from text, real-world situations, Silicon Valley news, events like Silicon Valley Code Camp, and website analyses to organizations/business and their info systems and to practice using them in discussions, and presentations.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>complete their written assignments and practice creating thinking, problem-solving and decision making, and work from the instructor-created Etudes course-management system. Because students already have to use Etudes, we do not also use MyMISLab publisher's website/materials so as to be more efficient/effective with start-up time for an online class. Often students add late or don't have their books or may not have taken an online class before (their first assignment is a survey of previous experience), and it becomes very complex to have both Etudes and MyMISLab concurrently, where the mechanics of the system take more time than their introductory reading and starting assignments.</p> <p>Our HYBRID section uses materials from the publisher's MyMISLab website, which includes a running case study throughout all the chapters that asks students to read, research, analyze a theoretical company and provide their recommendations, in addition to the work they do 'live' in the physical class. Since publishers' materials often auto-grade assignments, students can get additional feedback from the live instructor sessions, which reinforce their learning in this area.</p> <p>01/03/2013 - All students participated in weekly Classroom Discussion threads online where book concepts, cases, and current articles related to info. tech. systems were summarized, and they contributed shared personal and work experiences of examples pertaining to the current week's chapters. Over 80% of students completing BUSI 11 demonstrated critical thinking, and most contributed creative problem-solving examples of alternative ways that a human/computer interface</p>	<p>10/10/2013 - Since some online students favor working alone from the book, testing, and researching their own project topics, while others benefit from seeing what Classmates write, how they answer the discussion questions and critically analyze the situations, it is recommended that the Weekly Discussion topics continue and all</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>or system could be structured.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Change online participation in Weekly Discussions optional</p> <p>Resource Request: Change online participation in Weekly Discussions to optional</p> <p>GE/IL-SLO Reflection: During 2013 there were more students who chose not to participate in the weekly online asynchronous discussion threads that required reading what other Classmates had contributed and posting current information or researched facts that related to topics we are studying, even if it meant sacrificing a high grade.</p> <p>GE/IL-SLO Reflection: During 2013 there were more students who chose not to participate in the weekly online asynchronous discussion threads that required reading what other Classmates had contributed and posting current information or researched facts that related to topics we are studying, even if it meant sacrificing a high grade.</p>	<p>students are encouraged to participate, rewarded by points, if they so decide.</p> <hr/> <p>02/12/2013 - It is recommended that this routine be continued as newer learning materials (books, cases, tech news articles) are introduced each quarter to supplement the basic concepts in the books, lectures, and labs.</p> <p>Follow-Up: 10/10/2013 - This is still an important channel of sharing current information that is 'beyond the book,' as well as reviewing case material from the book as a group, with related suggestions and personal examples. It is recommended that this venue of collaborative communication continue.</p> <hr/> <p>01/03/2013 - As all students do not use the same info. systems in daily life/work and the textbook cites cases using 'real-world' examples that are more than a year old, it is recommended that students follow IT/business/info tech news from assigned outside reading and summarize relevant events relating to current situations (i.e., development of mobile technology, data theft, surveillance) weekly in a classroom discussion/posting or written assignment to share with other Classmates.</p>

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 3 - Computer-Based Assignments - Students will demonstrate an understanding and appropriate use of MSOffice by creating reports, charts, graphics, slides and files using personal productivity tools such as Word, Excel, Access, and PowerPoint. (Created By Department - Business (BUSI))</p> <p>Start Date: 07/02/2012</p> <p>End Date: 06/28/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric: Analyzing and interpreting data from MSOffice tutorials to apply to a new problem/document.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/05/2015 - 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: With many college students now using mobile devices (tablets & 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 & MSOffice offered in previous years. It has been found that many online students are self-taught & 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, lectureettes, sample demo files, quizzes,</p>	<p>10/10/2016 - Once again, there is variation between the all-online and hybrid sections of BUSI 11, and the fact that BUSI 91L (Information Processing using MSOffice) is not a required prereq. course as it started out being.</p> <p>In the online class, we address PowerPoint by looking at vetted websites (from publisher & dist. ed. OK'd sites) that offer short PPT presentations. Since students take the online class from around the country/world, they may not have the connections or computers to all be able to do this, so there is some variation.</p> <p>As for Excel and Access, we use these in our study of databases where we compare different ways DBs are structured, and we work through online tutorials such as GCFLearnFree.org and Lynda.com to gain exposure without becoming an accounting or apps class. Students are offered options on assignments (i.e., write an essay answer or put into in a well-labeled spreadsheet, etc.). With the element of choice, students can feel more comfortable about choosing an option that they can handle and that is interesting & appropriate to what they are studying & why.</p> <p>While the all-online course uses</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		etc.).	MSWord and Excel (or comparable evolutions of software that do word processing & spreadsheets/calcs) in assignments, the hybrid class has more variety particularly since there are team presentations as well as individual ones, groupwork, and live demos by instructor & students as the course progresses.
			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).
			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 ancillary materials such as MyMISLab, there are 'canned problems' that can be done & autoscored.
		06/15/2015 - This works better in a hybrid class because students can work on collaborative presentations which can be shared with the class,	06/15/2015 - Most students (80%) met this SLO3 requirement,

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 & 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-teaching tutorials online about MSOffice personal productivity software and also accept variations in the software used with our online students.</p> <p>In the online class we have done more analysis of already produced charts, graphics & slides and have emphasized learning/practicing MSWord and MSExcel for documents needed in BUSI 11.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>GE/IL-SLO Reflection: 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</p>	<p>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>again is in the realm of BUSI 91 Intro to Info Processing).</p> <p>GE/IL-SLO Reflection:</p> <p>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>10/10/2014 - Whereas previously BUSI 11 asked for more literal use of MSOffice assignments, we have made the adjustment by amending the course outline to state:</p> <p>'Hands-on introduction to personal productivity software such as word processing, spreadsheet, database, and presentation applications.' This transition from literal lab assignments using MSOffice to making use of personal productivity tools to present material in ways other than text has been successful to date -- particularly since fewer BUSI 11 students are using PCs with MSOffice on them and more are using some combination of laptops, tablets, smartphones as well as computer systems at work and may have alternative software available instead of MSOffice.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>GE/IL-SLO Reflection:</p> <p>By rewriting assignments requiring use of personal productivity software and allowing for flexibility/availability of choices in the</p>	<p>10/10/2014 - We recommend continuing to incorporate personal productivity software in assignments (e.g., MSOffice or similar software like OfficeLibre, etc.) for weekly assignments as required (for both the ONLINE and HYBRID sections).</p> <p>Because campus computer labs have OLD versions of MSOffice on PCs and have reduced the days/hours they are available to students, and with so many BUS 11 students not local, the BYOD approach will work better for all -- provided technical compatibility among student/faculty/college systems is in place!</p> <p>10/10/2014 - It is suggested that this flexible approach to using alternative software solutions be continued and that personal</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>online sections of BUSI 11, the possibilities for 'student success' on assignments have increased since there is not the same limitation as had been in effect in previous years.</p> <p>It has been found that few students taking BUSI 11 have met our suggested advisories of BUSI 91L Intro to Info Processing using MSOffice, and many don't know much about spreadsheets or database software (but they all seem to know PowerPoint because they used it in context of showy slide presentations with 'bells & whistles' in a live class).</p> <p>The adjustment was made in BUSI 11 starting Summer 2014 to offer free MSOffice training tutorials (from GCFLearnFree & Microsoft) as a resource to students, and leaving options free as to how exactly they would use software when creating an assignment where it was needed. This encouraged everybody to try it out and was less 'nitpicky' about details (as a BUSI 91L lab course might require).</p> <p>01/01/2013 - For Fall 2012 while at least 80% of Students in both sections of BUSI 11 online used MSOffice software to customize given template solutions using MSWord, Excel, Access, and PowerPoint, most did have not experience taking a basic MSOffice applications course so that they could solve the lab problems without relying on the Shelly lab book for step-by-step instructions, causing the assignments to take longer to produce.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>productivity software remain part of written solutions to info systems problems requiring some enhancement of info presentation.</p>
		<p>01/01/2013 - The BUSI 11 course is being rewritten during F13 to reduce the emphasis on hands-on labs and preparation of documents and to beef up more analysis of already prepared data documents for the purpose of management decision making.</p>	<p>01/01/2013 - A newer edition of the Laudon Essentials of Info Systems book is now required for the</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Resource Request: Revise the hands-on software lab requirements of this class</p> <p>GE/IL-SLO Reflection: A 'BUSI 91L or equivalent advisory' was added to BUSI 11 to urge Students to prepare with more structured background in using MSOffice software before taking BUSI 11 and tackling more intermediate lab solutions that accompany the information systems concepts and application to real world problems/creating reports.</p>	<p>upcoming quarters so as to include additional/more current terminology and concepts (i.e., reflecting cloud computing, smartphone technology). And an advisory of 'BUSI 91L or equivalent' was added in Title V changes to recommend that Students taking BUSI 11 have better preparation using MSOffice software before taking this class.</p> <hr/> <p>01/01/2013 - It is suggested that BUSI 91L MS Office be an advisory/requirement for students taking BUSI 11, or else comparable course or computer/applications experience.</p> <hr/> <p>10/10/13: It is recommended that BUSI 11 be rewritten to minimize the hands-on lab requirement and to realign the course content with concepts & analysis of management information systems and technology.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 1 - Business Knowledge - General - Students will demonstrate appropriate use of legal and business terms and concepts in their assignments, reports and discussions.</p> <p>(Created By Department - Business (BUSI))</p> <p>Start Date: 09/26/2016</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective type quizzes. Each chapter has 25 questions covering all learning objectives.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>02/15/2017 - Harmon: Students in my Fall 2016 Business Law course demonstrated proficiency with legal and business terms in their quizzes, papers and homework assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2016-2017</p> <p>Resource Request: n/a</p> <p>Resource Request:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>n/a</p> <p>GE/IL-SLO Reflection:</p> <p>The metrics I use to measure student performance are a good means by which to measure whether students have demonstrated appropriate use of legal and business terms and concepts.</p> <p>GE/IL-SLO Reflection:</p> <p>The metrics I use to measure student performance are a good means by which to measure whether students have demonstrated appropriate use of legal and business terms and concepts.</p>	
		<p>10/29/2016 - Harmon: Students in my section of Business Law 1 are required to complete weekly homework, take two multiple choice quizzes, submit two short papers on a Business Law topic of the student's choosing, and complete a final exam. In all of these exercises, students demonstrate appropriate use of legal and business terms and concepts in their assignments, reports and discussions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: This target was met.</p> <p>10/24/2016 - Wong - Students tend to look at the form and not the substance of the issue or topic. If it is not in the textbook or it is not phrased exactly as the answer in the textbook, then it doesn't exist. Many students are trained to look for the easy answer instead of trying to ferret out the real issue and think through the problem to its final conclusion. We have a new textbook for Fall 2016 and each Chapter quiz has 25 questions.</p> <p>Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p>Year This Assessment Occurred: 2016-2017</p> <p>GE/IL-SLO Reflection:</p> <p>This is an introductory course so the purpose is to give students a flavor of how laws work and influence almost every aspect of how society functions. We continue to provide timely and current examples of various issues and aspects of the law as it intersects with society to show how the laws work and why it is relevant to them.</p> <p>10/18/2016 - MENDIZABAL - SLO 1 – Students are generally aware there will be at least one quiz per week. If a quiz has not been administered during the first class session (course meets two times a week) then they know there will be a quiz the following session. However, some students do not reason nor remember to study in advance. Students are better prepared when they know in advance that a quiz will be administered in an upcoming course. However, some students still will not perform well. At times, brief reviews of materials immediately prior to the quiz may help over 80% of the students.</p> <p>Recommended utilization of the FIRAC (Facts, Issue, Rule, Analysis, and Conclusion) method is recommended. After mastering the FIRAC methodology, students achieve at least an 80% success rate in their ability to submit written and oral analysis.</p> <p>Result:</p> <p>Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Resource Request:</p> <p>Additional Office hour time to prepare and evaluate the SLO requirements and record</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>keeping. Also additional training in the development of the SLO process.</p> <p>GE/IL-SLO Reflection:</p> <p>Communication:</p> <p>Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.</p> <p>Results: Students increase their ability to communicate through written and oral presentations as well as in-class and online discussions.</p> <p>Computation:</p> <p>Complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), apply mathematical concepts and reasoning, and ability to analyze and use numerical data.</p> <p>Result: Although mathematical computations are not heavily emphasized, students realize and apply the concept of "preponderance of the evidence" to mean a party must have at least 51% of the evidence to prevail at trial.</p> <p>Creative, Critical, and Analytical Thinking:</p> <p>Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.</p> <p>Students learn and apply the FIRAC method to analyze cases and apply to their logical</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>arguments. Students apply the Facts, Rules and Analysis to determine how each element is met to prevail in court.</p> <p>Community/Global Consciousness and Responsibility: Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.</p> <p>Students visit a real-life court trial and/or proceeding to experience meaningful contacts with civic engagement.</p> <p>GE/IL-SLO Reflection:</p> <p>Communication: Demonstrate analytical reading and writing skills including evaluation, synthesis, and research; deliver focused and coherent presentations; demonstrate active, discerning listening and speaking skills in lectures and discussions.</p> <p>Results: Students increase their ability to communicate through written and oral presentations as well as in-class and online discussions.</p> <p>Computation: Complex problem-solving skills, technology skills, computer proficiency, decision analysis (synthesis and evaluation), apply mathematical concepts and reasoning, and ability to analyze and use numerical data.</p> <p>Result: Although mathematical computations are not heavily emphasized, students realize and apply the concept of</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>"preponderance of the evidence" to mean a party must have at least 51% of the evidence to prevail at trial.</p> <p>Creative, Critical, and Analytical Thinking: Judgment and decision making, intellectual curiosity, problem solving through analysis, synthesis and evaluation, creativity, aesthetic awareness, research method, identifying and responding to a variety of learning styles and strategies.</p> <p>Students learn and apply the FIRAC method to analyze cases and apply to their logical arguments. Students apply the Facts, Rules and Analysis to determine how each element is met to prevail in court.</p> <p>Community/Global Consciousness and Responsibility: Social perceptiveness, including respect, empathy, cultural awareness, and sensitivity, citizenship, ethics, interpersonal skills and personal integrity, community service, self-esteem, interest in and pursuit of lifelong learning.</p> <p>Students visit a real-life court trial and/or proceeding to experience meaningful contacts with civic engagement.</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 (addresses SLO-1)</p> <p>2. Homework Problems and Case Assignments (Formative) given via out of classroom and at-home</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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 findings.</p> <p>SLO 1 – Students are generally aware there will be at least one quiz per week. If a quiz has not been administered during the first class session (course meets two times a week) then they know there will be 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 course. However, some students still will not perform well. At times, a brief review of the materials 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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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> <ul style="list-style-type: none"> A. Content of course: Apply more time to review format and content of analysis assignments. B. Teaching methods: Apply more visual, and repetitive methods with real life examples. C. Assignments: Balance the amount of assignments to the abilities of the students time constraints. Ask for student feedback and participation. D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): Maintain a thoughtful regimes of testing and quizzes and allow students to drop the lowest quiz. Provide student counseling if requested. E. SLO: Continue to analyze and develop the SLO process F. The Assessment for the SLO: Continue to record and track changes in student performance based 	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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>Result: Target Met</p> <p>Year This Assessment Occurred: 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 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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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 couldn't 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 learn how the court system worked without 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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>introductory course. However, we will continue to use current examples of what is happening in the legal and business word 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 evaluation 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. 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>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2014-2015 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.): 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 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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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 (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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>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:</p> <p>A. Content of course</p> <p>I would make the Court visitation optional as an extra credit assignment.</p> <p>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 students how to avoid 'falling off the cliff' and the paths that the parties took to the courthouse.</p> <p>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</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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.</p> <p>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> <ul style="list-style-type: none"> - Students are required to find the Anarchist handbook online, review the handbook, identify 5 items 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>C. Assignments</p> <p>See above</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Core learning materials are evaluated by a required outline of the materials and tested by weekly exams - MIC and T/F</p> <p>Supplemental materials are evaluated by written papers 2-5 pages in length on a weekly basis.</p> <p>Papers are graded on fundamentals of organization, logical thought process and relevance to current text materials.</p> <p>The optional Court Visitation would be evaluated by class presentation on use of legal terms, analysis and conclusions.</p> <p>E. SLO</p> <p>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.</p> <p>Because the course is an 'open' course, students have little or no experience, or fundamental knowledge of business operations.</p> <p>F. The Assessment for the SLO</p> <p>It should be made optional</p> <p>G. Other</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>None.</p>	<p>Result: Target Met</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2014-2015 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"> • had acquired a basic understanding of key legal concepts, topics and issues relevant in business, and • were able to apply that knowledge base to a variety of legal contexts and problems. <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 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 objectives</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>B. Teaching methods – I believe the lecture/hybrid/études 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 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>02/12/2013 - - Students are learning how the law provides no only provides the structure for how</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>members of a society interact with one another, but also how laws facilitate the efficient movement of goods and services through society through structured business agreements and contracts.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>08/22/2012 - 90% completed the project, we will decide in 12/13 if we need to adjust the SLO's for BUSI 18.</p> <p>11/01/2011 - Everything is working out well. No changes at this time.</p>
<p>Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 2 - Analysis and Interpretation and critical - Demonstrate the ability to analyze, evaluate and interpret information by using legal tools in their problem-solving and decision-making process. (Created By Department - Business (BUSI))</p> <p>Start Date: 09/26/2016</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students will research and discuss articles that are related current trend.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>02/15/2017 - Harmon: Students are required to write two short papers that make use of legal concepts from the course materials to assess and analyze a legal issue outside of the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2016-2017</p> <p>Resource Request: n/a</p> <p>GE/IL-SLO Reflection: My BUSI 18 students through their written work demonstrated the ability to analyze, evaluate and interpret information by using legal tools in their problem-solving and decision-making process.</p>	<p>10/29/2016 - Harmon: Students in my section of Business Law 1 are required to submit two papers that require the application of legal concepts and theories acquired during the class to outside-the-</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>class material (news articles, personal legal situations, etc.). In this way, students demonstrate the ability to analyze, evaluate and interpret information by using legal tools in their problem-solving and decision-making process.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: This target was met</p> <p>10/24/2016 - WONG - IRAC (Issue, Rule, Analysis and Conclusion) is a learning process that assist students in their critical thinking that they can use later in life. For online classes, it is more difficult to assist the students in learning the IRAC Analysis. Examples and instructions on how to do the IRAC Case Analysis were given to help them. Detail comments were given to each student's analysis; so they are more equipped to do the assignments. They improve tremendously afterwards.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2016-2017</p> <p>GE/IL-SLO Reflection: Case analysis, topic discussions and reading assignments introduce different aspects of the law to show why laws. Identify current topics where students feel a sense of injustice and want the law to change. Topics where students feel they have a vested interest to improve the educational experience.</p>	
Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 3 - Critical Thinking - Demonstrate the integration of their legal and business knowledge and critical thinking	<p>Assessment Method: Students use critical thinking to use facts, and analyze cases using the IRAC method.</p> <p>Assessment Method Type:</p>	<p>02/15/2017 - Harmon -- Students are required to participate in class both orally and through written papers and homework assignments, and in so doing, they demonstrate the integration of their</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>skills in preparing their assignments (real life versus theory). (Created By Department - Business (BUSI))</p> <p>Start Date: 09/26/2016</p> <p>Course-Level SLO Status: Active</p>	<p>Case Study/Analysis</p> <p>Target for Success: 70% of students will be above average to excellent.</p>	<p>legal and business knowledge and critical thinking skills. Students are eager to apply legal concepts to "real world" situations they encounter in their work life, family life, school life, etc.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2016-2017</p> <p>Resource Request: n/a</p> <p>GE/IL-SLO Reflection: My students in Business Law 2 were able to demonstrate successfully their achievements in this regard.</p>	
		<p>10/29/2016 - Harmon: Students in my Business Law 1 course are required to present course materials to the other students in the class, and engage the material substantively in class, thereby demonstrating the integration of legal and business knowledge with critical thinking skills.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: This target was met.</p>	
		<p>10/24/2016 - WIONG - Students discover how rules, regulations and laws affect them in all aspects of their daily lives. They discover they are all active participants in society and not just passive observers who claim "this does not apply to me". The discussion topics allow students to be abreast with current events. Students respond very well with the discussion. Some students just regurgitate the comments of what other students wrote but most of them do very well in this discussion.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2016-2017</p> <p>GE/IL-SLO Reflection: Case Analysis, topic discussions and reading assignments introduce different aspects of the law to show why laws. Identify current topics where students feel a sense of injustice and want the law to change, Topics where students feel they have a vested interest to improve the educational experience.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from court visit.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - As part of the students attendance in court, all students who passed the class had an understanding of business law and legal terms.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from court visit.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - Students provided an analysis comparing two court visits and the difference between the two in solving how case are brought to court and resolved from beginning to end.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from court visit.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - All students who completed the class were required to present information from both cases in an oral format. They need to identify new legal and business terms required to pass the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p>
<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>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective-Type Formative Assessment (quiz): approximately 5 questions for each hour of instruction. Each quiz covers 1 unit (chapter) and includes questions (random draw on each attempt for each learner) covering all learning objectives.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of Class should score 80% or above on each quiz.</p>	<p>06/23/2016 - The faculty and the chair of the Busi Dept met each quarter in the 2015-2016 academic year to discuss several classes, but with a special emphasis on BUSI 22, our gateway course into the Business Program. We discussed the performance of students over the recent quarters and recent years. The vast majority have achieved or exceed the target set for our SLO's. However, we felt that the SLO's themselves were not appropriate, in that they emphasized the business plan too much and that they did not emphasize the skills gap (e.g. professional skills) which is what our Business Advisory Board demanded. With that in mind, we decided to change the SLO's by taking out references to the Business Plan and adding a professional acumen/skills SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/20/2015 - STOTLAR</p> <p>Performance and written evaluations (SLO 1,2,3), based on:</p> <ul style="list-style-type: none"> 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) 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) c. Final written strategic case and plan, and oral argument/presentations (SLO 1,2,3) <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> <ol style="list-style-type: none"> 1) What were the most important findings from your data? Write two to five sentences summarizing your findings. <ul style="list-style-type: none"> 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. b. In addition, 68% of the students scored at least 4 out of 5 on the assessment(s). 2) Given the results of this assessment, describe what changes will be made, if any to the following: <ol style="list-style-type: none"> A. Content of course: <ul style="list-style-type: none"> • Devote a greater percentage of class time 	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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"> • 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. <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? 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: 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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>more strategic and experiential focus.</p> <p>B. Teaching methods: N/A</p> <p>C. Assignments: N/A</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): N/A</p> <p>E. SLO: Continue the current experimentation and development of the course for the Department.</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? Consider offering BUSI 22 within a Foothill campus building/classroom specifically designed for collaborative and experiential learning.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 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) give in-class (addresses SLO-1 and SLO-2)</p> <p>-----</p> <p>SLO-1</p> <p>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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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> <ul style="list-style-type: none"> A. Content of course B. Teaching methods – More focused attention will be given in-class to difficult topics (such as ethical decision making frameworks, and comparative advantage) C. Assignments D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) E. SLO F. The Assessment for the SLO G. Other <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> <ul style="list-style-type: none"> A. Content of course B. Teaching methods – More focused attention will be given in-class to difficult topics (such as ethical decision making frameworks, and comparative advantage) C. Assignments D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) E. SLO F. The Assessment for the SLO G. Other <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 outcome 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>10/26/2014 - For each of the Fall 2013 (24 students), Winter 2014 (38 students) and Spring 2014 (29 students) courses, over 85% of the students scored a minimum of 75% on the assessment(s) pertinent to SLO 1.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/26/2014 - A. Content of course:</p> <ul style="list-style-type: none"> Give greater priority to Entrepreneurship concepts and create better handoffs to other courses (e.g. BUSI 59, 59B, 95) in support of developing an entrepreneurship focus in the Business curriculum <p>B. Teaching methods: N/A</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>02/21/2012 - Questions per unit (Chapter: Kelly and McGowen, BUSN 4th edition)</p> <p>Ch 1: 22 >>> 29 of 32 or 91% learners scored at 80% or above</p> <p>Ch 2: 30 >>> 33 of 40 or 83% learners scored at 80% or above</p> <p>Ch 3: 22 >>> 26 of 38 or 68% learners scored at 80% or above</p> <p>Ch 4: 22 >>> 25 of 35 or 71% learners scored at 80% or above</p> <p>Ch 5: 30 >>> 31 of 41 or 76% learners scored at 80% or above</p> <p>Ch 6: 40 >>> 33 of 41 or 81% learners scored at 80% or above</p> <p>Ch 7: 40 >>> 34 of 41 or 83% learners scored at 80% or above</p>	<p>C. Assignments: Align assignments with modifications based on A, above.</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): N/A</p> <p>E. SLO: Continue current experimentation and development of the course, and ultimately revise the course outline and student learning outcomes, based on the potential changes in course content.</p> <p>F. The Assessment for the SLO: N/A</p> <p>G. Other: N/A</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <hr/> <p>02/21/2012 - The performance on the following chapters was below our desired target of 80%. This indicates that I may want to focus my attention on these topics to improve the class performance.</p> <p>Ch 3: 22 >>> 26 of 38 or 68% learners scored at 80% or above</p> <p>Ch 4: 22 >>> 25 of 35 or 71% learners scored at 80% or above</p> <p>Ch 5: 30 >>> 31 of 41 or 76% learners scored at 80% or above</p> <p>Ch 8: 40 >>> 28 of 38 or 74% learners scored at 80% or above</p> <p>Ch 9: 40 >>> 25 of 36 or 69%</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: Students will research and discuss business articles.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Completion</p>	<p>Ch 8: 40 >>> 28 of 38 or 74% learners scored at 80% or above</p> <p>Ch 9: 40 >>> 25 of 36 or 69% learners scored at 80% or above</p> <p>Ch 10: 40 >>> 32 of 39 or 82% learners scored at 80% or above</p> <p>Ch 11: 40 >>> 31 of 37 or 84% learners scored at 80% or above</p> <p>Ch 12: 40 >>> 32 of 37 or 84% learners scored at 80% or above</p> <p>Ch 13: 40 >>> 34 of 37 or 92% learners scored at 80% or above</p> <p>Ch 14: 40 >>> 32 of 37 or 84% learners scored at 80% or above</p> <p>Ch 15: 40 >>> 29 of 36 or 81% learners scored at 80% or above</p> <p>Ch 16: 40 >>> 31 of 39 or 80% learners scored at 80% or above</p> <p>Ch 17: 40 >>> 34 of 37 or 92% learners scored at 80% or above</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>learners scored at 80% or above</p> <p>One possible reason for the lower performance on these chapters is that students are new to the online environment and need time to get up to speed with how the class is setup. Note that all the lower performing areas were in the early part of the quarter.</p> <p>02/21/2012 - A total of 641 results (highest scores by student by chapter) were logged in ATS. OVERALL 519 learner attempts were at or above the 80% correct response target for each quiz: 519/641 = 81% success rate.</p>
<p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 2a - Analysis and Interpretation - Students will critically analyze, evaluate and interpret business problems and solutions. (Created By Department - Business (BUSI))</p> <p>Start Date: 04/04/2016</p>	<p>Assessment Method: 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</p>	<p>10/26/2014 - Over 80% of students completed the final project, successfully.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/26/2014 - none</p> <p>-----</p> <p>-----</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	<p>evaluating brief write-ups on selected topics from the textbook or as otherwise instructed.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of learners will score at "B" or 80% on related scoring rubric.</p> <p>Assessment Method: Students will work in teams to assess business problems and recommend solutions.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: Participation in team discussion, individual contribution</p>		
<p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 3 - Business Communication - Students will demonstrate professional communication skills. (Created By Department - Business (BUSI))</p> <p>Start Date: 04/04/2016</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample business plan.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>06/23/2016 - The faculty and the chair of the Busi Dept met each quarter in the 2015-2016 academic year to discuss several classes, but with a special emphasis on BUSI 22, our gateway course into the Business Program. We discussed the performance of students over the recent quarters and recent years. The vast majority have achieved or exceed the target set for our SLO's. However, we felt that the SLO's themselves were not appropriate, in that they emphasized the business plan too much and that they did not emphasize the skills gap (e.g. professional skills) which is what our Business Advisory Board demanded. With that in mind, we decided to change the SLO's by taking out references to the Business Plan and adding a professional acumen/skills SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>02/12/2013 - Over 80% of the students who completed the course prepared and presented a business plan they developed.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This course continues to meet GE standards with work load for all skills needed to understand Business and to assist in deciding the direction they will take upon transfer, workforce or graduation.</p>	
		<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
	<p>Assessment Method: Students will present their concept papers.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Completion</p>	<p>10/26/2014 - Over 80% of students presented the final project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/26/2014 - none</p> <hr/>
	<p>Assessment Method: Students will research and present a business idea or a business article.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Completion</p>		
<p>Department - Business (BUSI) - BUSI 22H - HONORS PRINCIPLES OF BUSINESS - SLO 1 - Theory - Analyze standard business cases and their implications on the management and operation of a for profit or non-profit enterprise, using relevant business terminology, concepts, principles, and frameworks. [SLO1:Theory]. (Created By Department - Business (BUSI))</p>	<p>Assessment Method: Assessment Method 1: Summative and Formative Objective Assessments Using Summative or Formative Assessments, students will demonstrate on the effects from altering variables and from taking varying courses of action.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Target for Success: Target: 70% of students will be able to score at a 75% level Assessment Method: Assessment Method 2: Case Study Analyses Using problems and/or case studies, students will discuss and report on the effects from altering variables and from taking varying courses of action. Assessment Method Type: Case Study/Analysis Target for Success: Target: 70% of students will be able to score at a 75% level (e.g. rubric: 3 of 4 or 3.5 of 5)		
Department - Business (BUSI) - BUSI 22H - HONORS PRINCIPLES OF BUSINESS - SLO2: Application and Reflection - Demonstrate the ability to collaboratively define problems, analyze and determine course (s) of action, apply solutions, communicate results to pertinent stakeholders, and reflect on the outcomes. (Created By Department - Business (BUSI))	Assessment Method: Assessment Method 1: Individual and Team Presentations By developing and delivering a presentation, students will demonstrate the ability to effectively communicate on research and/or on the results of an applied project. Assessment Method Type: Presentation/Performance Target for Success: Target: 70% of students will be able to score at a 75% level (e.g. rubric: 3 of 4, 3.5 of 5)	Assessment Method: Assessment Method 2: Research Paper Write-ups and Discipline-specific Reporting By using proper research methods and formal and professional writing techniques, students will demonstrate the ability to research, analyze, synthesize, and report to pertinent stakeholders. Assessment Method Type: Research Paper Target for Success: Target: 70% of students will be able to score	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>at a 75% level (e.g. rubric: 3 of 4, 3.5 of 5)</p> <p>Assessment Method: Assessment Method 3: Applied Field Project and Reflection Paper By planning, implementing, and documenting a field project, students will demonstrate the ability to collaboratively apply and reflect on the outcomes.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: Target: 70% of students will be able to score at a 75% level (e.g. rubric: 3 of 4, 3.5 of 5)</p>		
<p>Department - Business (BUSI) - BUSI 231B - HOW TO START A HOME-BASED BUSINESS - Business Plans-How to... -</p> <p>Plans Students will Demonstrate appropriate use of business terms and concepts in their business plans (Created By Department - Business (BUSI))</p> <p>Start Date: 06/20/2012</p> <p>End Date: 06/30/2014</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Business (BUSI) - BUSI 231B - HOW TO START A HOME-BASED BUSINESS - Business Plans--How to... -</p> <p>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))</p> <p>Start Date: 06/20/2012</p> <p>End Date: 06/30/2013</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>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))</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Course-Level SLO Status: Active</p>			
<p>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 - Business (BUSI))</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms Assessment Method Type: Class/Lab Project Target for Success: 80% of students will be above average to excellent.	02/12/2013 - Knowledge: The students increased their understanding of international business terms and concepts. I assured this as several homework assignments pertained to definitions of terms. Concepts were reinforced through my experiences abroad. Result: Target Not Met Year This Assessment Occurred: 2012-2013	GE/IL-SLO Reflection: This course continues to meet all requirements for GE.
Course-Level SLO Status: Active		11/01/2011 - Continue to have high percent of students understanding learning outcomes. Result: Target Met Year This Assessment Occurred: 2010-2011	06/20/2012 - Continue to have high percent of students understanding learning outcomes. May review course outline for changes in Fall.
			11/01/2011 - Everything is working out well. No changes at this time.
Course-Level SLO Status: Active	Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent.	02/12/2013 - Critical Thinking: Many of the are more comfortable with rote learning. I'm not sure we increased critical thinking process all that much. Result: Target Met Year This Assessment Occurred: 2012-2013	11/01/2011 - Continue to have high percent of students understanding learning outcomes.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met Year This Assessment Occurred: 2010-2011</p>	<p>06/20/2012 - Target for Success: 80% of students will be above average to excellent in completion of term project. Review SLO's and COR in Fall</p> <hr/> <p>06/20/2012 - Continue to have high percent of students understanding learning outcomes. May review COR this Fall for minor changes and to slo's</p> <hr/> <p>11/01/2011 - Everything is working out well. No changes at this time.</p>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will do above average to excellent.</p>	<p>02/12/2013 - Application: The students are tasked with developing a business plan to open a company division in a country other than the US. After developing the plan each student presented, using Power Point slides, various parts of the plan to the class.</p> <p>This quarter long exercise is allows the students to apply concepts and strategies derived from the text and lectures.</p> <p>This is a valuable SLO.</p> <p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
		<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met Year This Assessment Occurred:</p>	<p>06/20/2012 - Target for Success: 80% of students will be above average to excellent. Numbers should reflect SLO, however we will review the COR to make</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>2011-2012</p> <p>Resource Request: None a this time</p> <p>GE/IL-SLO Reflection: This course meets all requirements for GE.</p>	<p>improvements next year to the SLO"S</p> <hr/> <p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 53A - BUSINESS COMMUNICATIONS & TECHNOLOGY - SLO 1 - Students will demonstrate appropriate use of Business Communication terms, concepts, and technologies (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through business leadership, ethics and management.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - Students are required to research and analyze five papers in the Honors course showing they understand and can demonstrate through their writing how successful companies use Business Ethics, Leadership and Management skill sets.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>11/15/2011 - Everything is working out well. No changes at this time.</p>	<p>08/27/2012 - Students are involved in writing critical analysis and presenting their findings. All students who completed the class can demonstrate an understanding of business ethics, leadership and management. No further action at this time.</p>
<p>Department - Business (BUSI) - BUSI 54H - HONORS INSTITUTE SEMINAR IN BUSINESS - SLO 2 - Term Project - Students will display their research findings in their term project. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through business leadership, ethics and management.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - 100% of the students who complete this Honors class demonstrate the ability to research and provide an oral presentation comparing leadership, management skills and how business ethics impact all aspects of business.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result:</p>	<p>08/27/2012 - Students are involved in writing critical analysis and</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>presenting their findings. All students who completed the class can demonstrate an understanding of business ethics, leadership and management. No further action at this time.</p> <hr/> <p>11/15/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 123</p> <p>Assessment Method Type: Case Study/Analysis</p>		
<p>Department - Business (BUSI) - BUSI 55 - DEPARTMENT HONORS PROJECTS IN BUSINESS - SLO 2 - - Effectively demonstrate feasible study in presentation format. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through business concepts and terms</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>01/10/2017 - Students were assigned an Ad Campaign paper where they were tasked to demonstrate understanding and appropriate use of advertising terms and concepts. 86% of students completed the assignment with a grade of B or better.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active		<p>2016-2017</p> <p>10/14/2013 - Over 85% of the students who completed the course demonstrated through exams and preparation for oral presentations each week the concepts of advertising.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>11/15/2011 - Everything is working out well. No changes at this time.</p>	<p>08/27/2012 - Class and success went very well spring 12. No changes at this time.</p> <hr/> <p>08/22/2012 - More than 80% of the students completed the project and presentation. No further action on this SLO is needed at this time.</p> <hr/>
Department - Business (BUSI) - BUSI 57 - PRINCIPLES OF ADVERTISING - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret advertising information for their term projects. (Created By Department - Business (BUSI))	<p>Assessment Method: Rubric - Analyzing and interpreting data through business concepts and terms.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>01/10/2017 - Students were assigned a term project - Creating a Digital Advertising Portfolio - where they had to collect samples of effective advertising (print, social media, TV, digital) that illustrate their understanding of advertising concepts, terms and strategies. Each concept was assigned as homework, each homework submission was added to portfolio. 50% of students were assigned a grade of "B" or better.</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2016-2017</p>	<p>08/13/2018 - Select a text book that will help students review concepts presented in class.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/14/2013 - 85% of the students who completed this course were able to understand the various types of advertising through actual projects and interpret data through research.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>08/27/2012 - Class and success went very well spring 12. No changes at this time.</p>
			<p>08/22/2012 - More than 80% of the students completed the project and presentation. No further action on this SLO is needed at this time.</p>
			<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p>
<p>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.</p> <p>(Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through business concepts and terms.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>01/10/2017 - Students were assigned two group projects where they had to select a company and research its advertising efforts. Students presented their findings and analysis to class in a formal oral group presentation. 93% of students passed the assignment with a grade "B" or better.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2016-2017</p>	<p>10/14/2013 - 85% of the students who completed this course demonstrated through advertising campaigns and portfolios advertising concepts and strategies in their oral presentation.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>08/27/2012 - Class and success went very well spring 12. No changes at this time.</p> <hr/> <p>08/22/2012 - More than 80% of the students completed the project and presentation. No further action on this SLO is needed at this time.</p> <hr/> <p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <hr/>
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))	<p>Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>11/15/2011 - Everything is working out well. No changes at this time.</p> <hr/>
Course-Level SLO Status: Active			
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))	<p>Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will be above average to</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>11/15/2011 - Everything is working out well. No changes at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	excellent.		
Department - Business (BUSI) - BUSI 58 - SURVEY OF INTERNATIONAL MARKETING - SLO 3 - Presentations - Students will demonstrate international marketing concepts and strategies in their term projects and oral presentations. (Created By Department - Business (BUSI))	<p>Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>11/15/2011 - Everything is working out well. No changes at this time.</p>
Course-Level SLO Status: Active			
Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 1 - Discussion and Group Projects - Students will demonstrate appropriate use of marketing terms and concepts in discussion and group projects. (Created By Department - Business (BUSI))	<p>Assessment Method: Use in written assignments/marketing plan project.</p>	<p>10/14/2016 - In Spring Quarter 2016, 85% of students demonstrated appropriate use of marketing terms and concepts by completing a marketing plan assignment (20% of total grade). MRTG9 by Lamb was used as a text book. Students had weekly quizzes (20% of total grade), a Midterm and a Final exams (20% of total grade each) to test their knowledge of important marketing terms and concepts. The quizzes were reviewed upon completion in class and feedback was given to all students who needed further review.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	
Start Date: 10/14/2016			
Course-Level SLO Status: Active			
		<p>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.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Year This Assessment Occurred: 2014-2015</p> <p>12/19/2012 - 80% of students in F11 section succeeded with 80% or higher on their marketing plans.</p> <p>***</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: While the 80+% of Mktg. students who submitted marketing plans in F12 learned a score of 80%+, 3 individuals chose not to do marketing plans & presentations and took a hit on their scores.</p>	<p>03/22/2012 - This course was taught by another instructor in W 2012 and the findings still pointed to an 80% success rate since we use a Division standard.</p> <hr/>
		<p>12/19/2012 - In F12, over 80% of the Busi 59 Marketing Students used marketing terms & concepts appropriately in their marketing plans; however, they did not do as well when matching definitions/examples to terms on M/C quizzes, Midterm and Final Exam, even though they were assigned to read the books regularly and study from the tear-out vocabulary cards in the back of the book.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>		<p>10/14/2016 - In Spring Quarter 2016, 85% of students demonstrated appropriate use of marketing terms and concepts by completing a marketing plan assignment (20% of total grade). MRTG9 by Lamb was used as a text book. Students had weekly quizzes (20% of total grade), a Midterm and a Final exams (20% of total grade each) to test their knowledge of important marketing terms and concepts. The quizzes were</p>	<p>03/01/2012 - Materials and methods used in this class support learning/using marketing terms and concepts in all work: The textbook BUSN4 states SLOs at the start of each chapter, includes terms/definitions throughout each chapter in boxes, has pull-out cards and a supplementary website where</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>reviewed upon completion in class and feedback was given to all students who needed further review.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: At the end of Spring of 2016, 3 students did not complete Final Project and 2 did not take the Final exam. 40 out 43 completed all assignments with average final grade of 84%.</p>	<p>students can review terms. Class assignments include quizzes, papers, and case discussions where terminology and analysis/interpretation of data paves the way towards the longer Marketing Plan Project at the end and final testing, which reinforces this SLO throughout the course.</p> <p>Recommend continuing this approach in future classes.</p> <hr/> <p>11/15/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 2 - Marketing Information analysis - Students will critically analyze, evaluate and interpret information by integrating marketing knowledge in problem-solving and decision-making processes. (Created By Department - Business (BUSI))</p> <p>Start Date: 10/14/2016</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2016 - In Spring Quarter 2016, more than 85% of students demonstrated ability to critically analyze, evaluate and interpret information by integrating marketing knowledge in problem solving and decision making processes. The end of the quarter marketing plan paper (20% of total grade) was a written as a combination of research paper and strategic planning exercise. 80% of students successfully completed the weekly Wall Street Journal reading/presentation (20% of total grade). Students researched current marketing events and developments and presented their findings in class. Students also identified key marketing terms and concepts in their weekly reading. Furthermore, they discussed in class possible strategies and gave recommendations based on information available in weekly reading.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>02/12/2013 - Through critical writing and discussion students demonstrated an understanding of Marketing.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>12/19/2012 - Continue to have high percent of students understanding learning outcomes. * * *</p> <p>BUSI 59 Mktg was taught by another instructor in F12. 33/36 students did the marketing plan and made a presentation to the class, using their critical analysis and interpretation of information by integrating marketing concepts/knowledge & problem-solving and decision-making processes with a success rate of over 80%. In addition, most students exhibited creativity in their use of contemporary marketing media for their mktg campaign presentations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>01/01/2013 - As this Fall 2012 BUSI 59 marketing class seemed to have more kinesthetic (rather than academic) learners who wanted to do things 'hands on' instead of reading the book and studying for the quizzes (which is what these SLOs were originally based on), we tried 'learning by show & tell,' 'practice from templates,' doing a class marketing service project for the KCI, observing/analyzing/commenting on the marketing efforts of the Student Transfer Fair on campus and new versions of various campus websites, and also following the marketing of the Presidential candidates using media they could experience 'live' as a real-world example. We even did some reverse-engineering from copies of finished marketing plans/campaigns back to where they were started/written/funded to see if they achieved their goals, but the Students didn't seem to relate to other examples. So, Students were asked to create marketing campaigns for small companies in the community which lacked aggressive small-scale marketing outreach especially using social media (as compared with Fortune</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>500 corporations' more traditional marketing efforts, last year) . Despite their enthusiastic oral/AV presentations, this quarter's Students still seemed to have some difficulty understanding/analyzing the various challenges of alternative media/costs and did not seem to undertake reading/drilling on vocabulary lists from both the Kelly & Abrams books as assigned weekly.</p> <hr/> <p>11/15/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 3 - Marketing Plan and Presentations - Students will demonstrate marketing knowledge and critical thinking in creating marketing plan and presentations. (Created By Department - Business (BUSI))</p> <p>Start Date: 10/14/2016</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2016 - In Spring of 2016, students researched the marketing strategies and efforts of assigned companies. 85% were able to critically analyze these efforts and present their analysis in marketing plans(20% of total grade) and weekly presentations (20% of total grade) .</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>01/01/2013 - In the Fall 2012 BUSI 59 class, while most of the Students understood the concepts and applied the major categories required in their Marketing Plan papers and reports, not all reported conclusions/numerical data analysis based on their findings.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>GE/IL-SLO Reflection: It is the Evaluator's opinion at the close of Fall 2012 that several BUSI 59 students just did not identify with the companies, cases, and problems the way a business owner or marketer would, and the concepts & terms were but memorized markers.</p> <p>03/01/2012 - Over 80% of the Fall 11 Marketing 59 class met this standard. Written marketing plans showed more evidence since an objective grading rubric was used, while the oral presentations were short by comparison and focused on selected parts of the Marketing Plan reports.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Recommend continuing to use similar text with strong SLO-orientation and availability of various ways of learning about marketing and to provide a scaffolded progression approach whereby assignments start with simple explanations with examples from the 'real world', moving to essays and papers analyzing cases to their final projects.</p>	
		<p>12/23/2011 - While in F11 not every student chose to make a live presentation of their marketing plan, 80% of the class did and most met the criteria for the project/presentation.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: For the F11 section of Bus 59, it was harder to evaluate live presentations than written work because some students are shy, don't have good command of English, are not skilled at public speaking, and don't present</p>	<p>03/23/2012 - Now knowing that this SLO has to fit objective criteria, I would create a rubric and coach students ahead of time on what they would be graded on instead of allowing a sharing of ideas about their Projects about what they felt was most important in their research/learning to be presented to Classmates.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>relevant content to the existing audience (I am sure this varies with every section taught/every instructor who teaches it). Since this class did not emphasize public speaking, I opted for an encouraging, accepting environment where each speaker was supported with applause, praise, and a personal note on what went well in the presentation.</p> <p>11/15/2011 - Continue to have high percent of students understanding learning outcomes</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	<p>12/23/2011 - Create a tight rubric on the presentation, coach students to present mechanically to follow the rubric, and translate their presentation to points based on clear criteria, rather than allow for individualized sharing on what they felt was interesting and informative about their research work.</p> <p>11/15/2011 - Everything is working out well. No changes at this time.</p>
<p>Department - Business (BUSI) - BUSI 59A - WEB MARKETING - SLO 1 - Knowledge – Demonstrate appropriate use of business terms and concepts. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective-type quizzes</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p>	<p>10/16/2016 - In this term, we added quiz work and a final exam, based on a new digital textbook. Of the students who completed the course, 82% of them earned 80% or higher on both the quizzes and final exam. We are investigating whether to stay with this digital text or change to a different text.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>10/17/2015 - LEW</p>	<p>10/18/2016 - Assess the digital text book and determine if there is a better text book for the class.</p>
		<ol style="list-style-type: none"> 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) 	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>given via ETUDES (addresses SLO-3)</p> <p>-----</p> <p>SLO-1</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> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <ul style="list-style-type: none"> A. Content of course B. Teaching methods C. Assignments D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) E. SLO F. The Assessment for the SLO G. Other <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>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Assessments for this SLO showed that students achieved the desired learning outcome in this area.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <ul style="list-style-type: none"> A. Content of course B. Teaching methods – More focused attention will be given in-class to difficult topics (such as ethical decision making frameworks, and comparative advantage) C. Assignments D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) E. SLO F. The Assessment for the SLO G. Other <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>	

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> <ul style="list-style-type: none"> A. Content of course – Introduce more real-world content for how digital marketing is conducted in small-medium size businesses. B. Teaching methods C. Assignments – Include a series of assignments that requires students to build and market a live digital storefront. D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.) E. SLO F. The Assessment for the SLO G. Other <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>Result: Target Met</p> <p>Year This Assessment Occurred: 2014-2015</p> <p>10/26/2014 - Over 80% of students successfully completed the chapter quizzes. 10/26/2014 - none</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Several concept exercises and integrated assignments.</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>10/16/2016 - In this course as a result of the previous reflection, we added an integrated assignment which challenged students to build a live digital storefront using an online storefront builder, and to reflect on the experience. Of the students who completed the course, over 80% of them earned an 80% or higher on this assignment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>10/26/2014 - Over 80% of Students successfully completed the assigned building block assignments.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/18/2016 - For the next period, consider adding social media functionality to the digital storefront assignment, in order to continue the real-world experience.</p> <hr/> <p>10/26/2014 - Refine concept exercises and integrated assignments to include a reflection component.</p> <hr/>
<p>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> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Final project (mini-internet marketing plan).</p> <p>Assessment Method Type: Class/Lab Project</p>	<p>10/16/2016 - Of the students who completed the course of study, 85% of them completed an Internet marketing plan with a score of 80% or higher.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>10/26/2014 - Over 80% of students, remaining at end of class, successfully completed the final project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/18/2016 - Consider adding a data analytics component to the internet marketing plan.</p> <hr/> <p>10/26/2014 - none</p> <hr/>
<p>Department - Business (BUSI) - BUSI 59B - E-BUSINESS - SLO 1 - Students will</p>	<p>Assessment Method: Objective-type quizzes</p>	<p>10/26/2014 - Over 80% of students successfully completed 70% and above of quizzes.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
demonstrate appropriate use of eCommerce terms and concepts. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active	Assessment Method Type: Exam - Course Test/Quiz	Result: Target Met Year This Assessment Occurred: 2013-2014	10/26/2014 - none
Department - Business (BUSI) - BUSI 59B - E-BUSINESS - SLO 2 - Students will critically analyze, evaluate and interpret relevant business situations using eCommerce concepts, problem-solving processes and decision-making frameworks. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active	Assessment Method: Case Studies/exercises Assessment Method Type: Case Study/Analysis	10/26/2014 - Over 80% of students successfully completed the case studies and E-Business exercises Result: Target Met Year This Assessment Occurred: 2013-2014	10/26/2014 - Refine case studies to include reflection component in discussions.
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)) Course-Level SLO Status: Active	Assessment Method: Final Project Assessment Method Type: Class/Lab Project	10/26/2014 - Over 80% of students, remaining in the class, successfully completed the final project. Result: Target Met Year This Assessment Occurred: 2013-2014	10/26/2014 - none
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)) Course-Level SLO Status: Active	Assessment Method: 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT Assessment Method Type: Exam - Course Test/Quiz Target for Success: 70%	06/23/2016 - Nava: Based on data from chapter assessments, by learning objective, the following are the data: Chapter Average: Ch 1: 91 Ch 2: 81 Ch 3: 92 Ch 4: 80 Ch 5: 84 Ch 6: 77 Ch 7: 85 Ch 8: 77 Ch 9: 78 Ch 10: 72	06/23/2017 - The initial design of the COR for this class assumed a full year of content. In order to align it appropriately for our quarter system, content has been taken out, accordingly.

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up												
		<p>Ch 11: 96 Ch 12: 95</p> <p>The assessments for the first iteration of this class were designed at first 3 cognition levels, using Bloom's Taxonomy. However, I purposely selected problems that were at most medium difficulty. Given that this class has as primary objective to expose students to basic concepts and calculations in finance, the design of the class was purposely kept simple and basic. Students were encouraged to follow up this class with a corporate finance class at a four-year university.</p> <p>Overall, all LO's in chapters met the target.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Related Documents: busi60-sp16-final.csv</p>													
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>	<p>06/23/2016 - Nava: Based on data from chapter assessments, by learning objective, the following are the data:</p> <p>Chapter Average:</p> <table> <tbody> <tr><td>Ch 1: 91</td></tr> <tr><td>Ch 2: 81</td></tr> <tr><td>Ch 3: 92</td></tr> <tr><td>Ch 4: 80</td></tr> <tr><td>Ch 5: 84</td></tr> <tr><td>Ch 6: 77</td></tr> <tr><td>Ch 7: 85</td></tr> <tr><td>Ch 8: 77</td></tr> <tr><td>Ch 9: 78</td></tr> <tr><td>Ch 10: 72</td></tr> <tr><td>Ch 11: 96</td></tr> <tr><td>Ch 12: 95</td></tr> </tbody> </table>	Ch 1: 91	Ch 2: 81	Ch 3: 92	Ch 4: 80	Ch 5: 84	Ch 6: 77	Ch 7: 85	Ch 8: 77	Ch 9: 78	Ch 10: 72	Ch 11: 96	Ch 12: 95	
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Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up												
		<p>The assessments for the first iteration of this class were designed at first 3 cognition levels, using Bloom's Taxonomy. However, I purposely selected problems that were at most medium difficulty. Given that this class has as primary objective to expose students to basic concepts and calculations in finance, the design of the class was purposely kept simple and basic. Students were encouraged to follow up this class with a corporate finance class at a four-year university.</p> <p>Overall, all LO's in chapters met the target.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Related Documents: busi60-sp16-final.csv</p>													
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: 10+ Theory questions by chapter (5 questions per hour of instruction; at least 1 per learning objective) - FORMATIVE ASSESSMENT</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 70%</p>	<p>06/23/2016 - Nava: Based on data from chapter assessments, by learning objective, the following are the data:</p> <p>Chapter Average:</p> <table> <tbody> <tr><td>Ch 1: 91</td></tr> <tr><td>Ch 2: 81</td></tr> <tr><td>Ch 3: 92</td></tr> <tr><td>Ch 4: 80</td></tr> <tr><td>Ch 5: 84</td></tr> <tr><td>Ch 6: 77</td></tr> <tr><td>Ch 7: 85</td></tr> <tr><td>Ch 8: 77</td></tr> <tr><td>Ch 9: 78</td></tr> <tr><td>Ch 10: 72</td></tr> <tr><td>Ch 11: 96</td></tr> <tr><td>Ch 12: 95</td></tr> </tbody> </table> <p>The assessments for the first iteration of this class</p>	Ch 1: 91	Ch 2: 81	Ch 3: 92	Ch 4: 80	Ch 5: 84	Ch 6: 77	Ch 7: 85	Ch 8: 77	Ch 9: 78	Ch 10: 72	Ch 11: 96	Ch 12: 95	
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Ch 7: 85															
Ch 8: 77															
Ch 9: 78															
Ch 10: 72															
Ch 11: 96															
Ch 12: 95															

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>were designed at first 3 cognition levels, using Bloom's Taxonomy. However, I purposely selected problems that were at most medium difficulty. Given that this class has as primary objective to expose students to basic concepts and calculations in finance, the design of the class was purposely kept simple and basic. Students were encouraged to follow up this class with a corporate finance class at a four-year university.</p> <p>Overall, all LO's in chapters met the target.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Related Documents: <u>busi60-sp16-final.csv</u></p> <p>06/23/2016 - Nava: Based on data from chapter assessments, by learning objective, the following are the data:</p> <p>Chapter Average:</p> <p>Ch 1: 91 Ch 2: 81 Ch 3: 92 Ch 4: 80 Ch 5: 84 Ch 6: 77 Ch 7: 85 Ch 8: 77 Ch 9: 78 Ch 10: 72 Ch 11: 96 Ch 12: 95</p> <p>The assessments for the first iteration of this class were designed at first 3 cognition levels, using Bloom's Taxonomy. However, I purposely selected problems that were at most medium difficulty. Given that this class has as primary objective to</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>expose students to basic concepts and calculations in finance, the design of the class was purposely kept simple and basic. Students were encouraged to follow up this class with a corporate finance class at a four-year university.</p> <p>Overall, all LO's in chapters met the target.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>Related Documents: busi60-sp16-final.csv</p>	
<p>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))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/13/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: *80 % of the students through Case Study and analysis should have an understanding of concepts and terms of investment.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of the passing class would be successful.</p> <p>Assessment Method: Use of business terms and investment terms in their Portfolio.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 80% of who complete class will submit a portfolio.</p>	<p>09/24/2012 - Students who completed the class have an understanding of investment terms.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>09/24/2012 - None at this time.</p>
<p>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))</p> <p>Course-Level SLO Status:</p>	<p>Assessment Method: Students will submit a financial portfolio.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target for Success: 80% of the students who complete the course will have an understanding of a</p>	<p>09/24/2012 - All students who completed the course submitted their term project.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	<p>09/24/2012 - None at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	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))	<p>Assessment Method: Students will present portfolio from their investment portfolio with an understanding of terms and concepts used in the financial industry.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of student who complete the course will understand concepts and strategies for financial investment.</p>	<p>09/24/2012 - Students who completed this course met the objectives set out by the instructor.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
Course-Level SLO Status: Active	<p>Assessment Method: Students will be assessed upon completion of their portfolio.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of the students who complete the class will demonstrate an understanding of their investment Portfolio and present it to the class</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>Assessment Method: Students who participate in this course need to understand the use of business terms through class discussions and participation.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 80% of the students who complete the course will have a better understanding of use of business terms in the sales process.</p>	<p>10/14/2013 - 93% of the students who completed this course were able to demonstrate an understanding in the use of business terms through discussion and exams.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret business	<p>Assessment Method: Through case studies and analyses students will interpret information through research and evaluation of the research in learning</p>	<p>10/14/2013 - 93% of the students who completed this course were able to demonstrate an understanding of how to evaluate and interpret data for sales.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
information for their term project. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active	<p>how the sales process works.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% and above should demonstrate an understanding of how to analyze, evaluate and interpret information to be successful in the sales process.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>10/14/2013 - 86% of the students who completed this course were able to demonstrate through critical thinking skills how to research and interpret data for sales.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 3 - Presentations - Students will demonstrate business concepts and strategies in their term project and presentations. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active	<p>Assessment Method: Students will present or interview one another in using strategies and knowledge learned for the sales process.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of the students who complete this course should be able to demonstrate what it takes to understand salesmanship.</p>	<p>10/14/2013 - 93% of the students who completed this course were able to demonstrate through presentations and interviews of the sales process.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
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)) Course-Level SLO Status: Active	<p>Assessment Method: Completion of their independent study project.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: When we have a student they either succeed or they don't.</p>	<p>10/14/2013 - One student completed all required material per agreement.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
Department - Business (BUSI) - BUSI 64 - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))	<p>Assessment Method: When we have a student take this course they must provide some type of Research paper agreed to prior to the start of the quarter. Usually Graduate students.</p> <p>Assessment Method Type:</p>	<p>10/14/2013 - One student completed all required material per agreement.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Research Paper Target for Success: 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))			
Course-Level SLO Status: 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 SLO Status: 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))		
Course-Level SLO Status: Active	Department - Business (BUSI) - BUSI 64Y - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))		
Course-Level SLO Status: Active	Department - Business (BUSI) - BUSI 64Z - SPECIAL PROJECTS IN BUSINESS - SLO 1 - Analysis - Critical analysis of readings, research and case studies. (Created By		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Business (BUSI))			
Course-Level SLO Status: Active			
Department - Business (BUSI) - BUSI 64Z - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))			
Course-Level SLO Status: 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 SLO Status: 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))			
Course-Level SLO Status: 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))			
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Business (BUSI) - BUSI 87 - HUMAN RESOURCES MANAGEMENT - SLO 1: Decision-Making - Students will be able to demonstrate Human Resources decision-making processes concerning employees in the workplace. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Assessment Method 1: Summative and Formative Objective Assessments</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Target: 70% of students will be able to score at a 70% level</p>		
<p>Department - Business (BUSI) - BUSI 87 - HUMAN RESOURCES MANAGEMENT - SLO 2: Leadership and Organizational Performance - Students will be able to evaluate leadership and organizational performance. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Assessment Method 1: Summative and Formative Objective Assessments</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Target: 70% of students will be able to score at a 70% level</p>		
<p>Department - Business (BUSI) - BUSI 87 - HUMAN RESOURCES MANAGEMENT - SLO 3: Ethics - Students will be able to evaluate behavior in the workplace that is not ethical according to Human Resources industry standards. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Assessment Method 1: Summative and Formative Objective Assessments</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: Target: 70% of students will be able to score at a 70% level</p>		
<p>Department - Business (BUSI) - BUSI 87 - HUMAN RESOURCES MANAGEMENT - SLO 4: Application - Students will be able to</p>	<p>Assessment Method: Assessment Method 1: Case Studies Analyses</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>demonstrate the ability to apply governmental and organizational policies in the Human Resources role. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Using problems and/or case studies, students will discuss and report on the effects from altering variables and from taking varying courses of action.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: Target: 70% of students will be able to score at a 70% level (e.g. rubric: 2 of 4 or 2.5 of 5)</p>		
	<p>Assessment Method: Assessment Method 2: Individual and Team Presentations</p> <p>By developing and delivering a presentation, students will demonstrate the ability to effectively communicate on research and/or on the results of an applied project.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: Target: 70% of students will be able to score at a 70% level (e.g. rubric: 2 of 4 or 2.5 of 5)</p> <p>Assessment Method: Assessment Method 3: Research Paper Write-ups and Discipline-specific Reporting</p> <p>By using proper research methods and formal and professional writing techniques, students will demonstrate the ability to research, analyze, synthesize, and report to pertinent stakeholders.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: Target: 70% of students will be able to score at a 70% level (e.g. rubric: 2 of 4 or 2.5 of 5)</p>		
<p>Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 1 - Strategic Management Plans - Students will demonstrate appropriate use of business management terms and concepts in their strategic management plans. (Created By</p>	<p>Assessment Method: Ongoing and direct application of key text management terms and principles to an evolutionary, 10 week case building/solving experiential learning project, focusing on</p>	<p>10/15/2016 - More than 90% of students received a grade equivalent of 3 or higher on a 5 point rubric for each segment of the assessments.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>bringing the textbook to life. Twelve weekly assignments and exercises, bridging key concepts to the strategic management method. Also - a take home midterm research project.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students should receive a grade equivalent of 3 or higher on a 5 point rubric for each segment of the assessments.</p>	<p>Year This Assessment Occurred: 2015-2016</p> <p>10/26/2014 - a. For each of the Winter 2013 (13 students) and Spring 2014 (11 students) courses, over 90% of the students scored a minimum of 3 out of 5 on the assessment(s) pertinent to SLO 1.</p> <p>b. In addition, for the Fall 2013 course, 84.6% of the students scored at least 4 out of 5, and for the Spring 2014 term, 81.8% scored at least 4 out of 5.</p> <p>c. In total, for both Fall and Spring terms (24 students), more than 90% scored a minimum of 3 out of 5 on the assessment(s), while 87.5% (reflects larger census size) scored at least a 4 out of 5.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/26/2014 - A. Content of course:</p> <ul style="list-style-type: none"> • Devote a greater percentage of class time, at the beginning of the term and in the initial stages of the strategic management planning process to the important relationship between research methodology (particularly as it pertains to secondary research), environmental scanning, and strategic analytics, and to the application of such. <p>• Expand the focus of the “management knowledge” examination, adding case-type, multiple-choice questions, drawn from the very student cases and projects in development within their teams and project stages, and thus further solidifying the theory-to-practice focus of the course.</p> <p>B. Teaching methods: Customize textbook resources, provided by the publisher, such as a PowerPoint slide decks, to improve presentation quality and communications.</p> <p>C. Assignments: N/A</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): N/A</p> <p>E. SLO: Continue current experimentation and development of the course, and ultimately revise the</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>course outline and student learning outcomes, based on the potential development of separate and more comprehensive management research/decision making and strategic management (capstone) curricula.</p> <p>F. The Assessment for the SLO: N/A</p> <p>G. Other: N/A</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>Based upon the course's current outline and corresponding SLO 1, there may be a need for a more customized and integrated, yet affordable, "text," which meshes both management and strategic management theories and practices, into a more singular, holistic foundation for the many critical thinking and experiential stages of the course projects, assignments, and simulations.</p> <hr/> <p>10/14/2013 - 85% of the students who competed this course met the SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through a three phase learning architecture that bridges applied research (environmental scanning), strategic analyses, and strategy formulation, students, in the role of managers of a firm, leverage data and analytics to strategic decisions. Students submit three interconnected project presentations, and a final oral presentation and written proposal during finals week.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students should receive a grade equivalent of 3 or higher on the 5 point rubric for all segments of the assessment.</p>	<p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>10/15/2016 - 89% of students received a grade equivalent of 3 or higher on a five point rubric for all segments of the assessment.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>10/26/2014 - a. For each of the Fall 2013 (13 Students) and Spring 2014 (11 students) terms, more than 90% of the students scored a minimum of 3 out of 5 on the assessment(s).</p> <p>b. In total, for both Fall and Spring Terms, 2013-2014 (24 students), more than 90% scored a minimum of 3 out of 5 on the assessment(s), while 83.3% scored at least a 4 out of 5.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>	<p>10/26/2014 - A. Content of course: Consider redesigning this course (outline, SLO, etc.) as more traditional and management-specific (and operational/functional in the strategic projects/planning phases of the course), while paving the way perhaps for a separate, more comprehensive strategic management capstone course.</p> <p>B. Teaching methods: N/A</p> <p>C. Assignments: N/A</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.): N/A</p> <p>E. SLO: Continue the current experimentation and development of the course for the Department, and ultimately revise the course outline and student learning outcomes, based on the aforementioned SLO 2 "Content of the Course" recommendation, and for the potential development of separate and additional research/decision making and strategic management (capstone) curricula.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>10/14/2013 - 85% of the students who competed this course met the SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	<p>F. The Assessment for the SLO: N/A</p> <p>G. Other: N/A</p>
<p>Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 3 - Presentations - Students will demonstrate their management knowledge and critical thinking in their strategic management plans and presentations. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are measured on their presentation and performance through out the course and their final presentation.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% and above of the students who complete this course should demonstrate their knowledge of strategic management.</p>	<p>10/15/2016 - 94 % of students demonstrated their knowledge of strategic management, through the successful completion of the three stage course project and final paper.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	<p>10/26/2014 - a. For each of the Fall 2013 (13 Students) and Spring 2014 (11 students) terms, more than 90% of the students scored a minimum of 3 out of 5 on the assessment(s).</p> <p>b. In total, for both Fall and Spring Terms, 2013-2014 (24 students), more than 90% scored a minimum of 3 out of 5 on the assessment(s), while 87.5% scored at least a 4 out of 5.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2013-2014</p>
			<p>10/26/2014 - A. Content of course: As stated in SLO 2, consider redesigning this course (outline, SLO, etc.) as more management-specific (and operational/functional in its strategic projects/plan focus), while paving the way perhaps for a separate,</p> <p>more comprehensive strategic management course and capstone for the Department.</p> <p>B. Teaching methods: N/A</p> <p>C. Assignments: N/A</p> <p>D. Course evaluation procedures (e.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>g., quizzes, exams, papers, etc.): N/A</p> <p>E. SLO: Continue the current experimentation and development of the course for the Department, and ultimately</p> <p>revise the course outline and student learning outcomes, based on the aforementioned SLO 2 content recommendations,</p> <p>and the potential development separate and research/decision making and strategic management (capstone) curricula.</p> <p>F. The Assessment for the SLO: N/A</p> <p>G. Other: N/A</p> <hr/> <p>10/14/2013 - 85% of the students who competed this course met the SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
	<p>Assessment Method: With the case building and decision architecture as the linchpin to the course, students are expected on a weekly basis, and through 3 project presentations, to fully learn and apply critical and strategic thinking processes to the formulation of ideas and strategies, which link applied research, data, and analytics, to a proposal and solution of a case which they have originated and solved.</p>	<p>10/15/2016 - 90% of students received an equivalent grade of 3 or higher on a five point rubric, for each segment of the three phase project, and oral/written presentation/proposal.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Target for Success: 80 % of students should receive an equivalent grade of 3 or higher on a five point rubric, for each segment of the three phase, course project, and for the final oral/written proposal and presentations.</p>		
<p>Department - Business (BUSI) - BUSI 91L - INTRODUCTION TO BUSINESS INFORMATION PROCESSING - SLO 1 - Understand Software - Students will understand the use software on the Personal Computer. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Randomly-drawn, Multiple-Choice Quizzes Assessment Method Type: Exam - Course Test/Quiz Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2016 - MCKEE</p> <ol style="list-style-type: none"> 1. Randomly-drawn, Multiple-Choice Quiz 2. Homework Problems from textbook 3. Homework Project Problems not from textbook. 4. Comments on videos. <p>-----</p> <ol style="list-style-type: none"> 1) What were the most important findings from your data? Write two to five sentences summarizing your findings. <p>Most students had no problem following instructions in textbook. Some students needed clarifications on Project assignments. Some students forgot to watch the videos.</p> <ol style="list-style-type: none"> 2) Given the results of this assessment, describe what changes will be made, if any to the following: <ol style="list-style-type: none"> A. Content of course None. B. Teaching methods Give more reminders when videos are available. C. Assignments Rewrite Project assignments to make them clearer. 	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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? No.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>10/26/2014 - 1) What were the most important findings from your data? Write two to five sentences summarizing your findings. SLO 1: Most students are very familiar with the use of software on personal computers. SLO 2: Students who keep on track with assignments and quizzes do well in the course.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <p>A. Content of course</p> <p>B. Teaching methods</p> <p>C. Assignments</p> <p>D. Course evaluation procedures (e.g., quizzes,</p>	

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>SLO 1: No changes needed.</p> <p>SLO 2: No changes needed.</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>SLO 1: No</p> <p>SLO 2: No</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>10/14/2013 - 85% of the students who complete this course understand the use of software on the PC.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>09/27/2012 - Have Part-Time faculty review this SLO and make possible changes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p>	
			11/01/2011 - Everything is working out well. No changes at this time.

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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluating Computer Projects</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2016 - (Questions 1 – 3 need to be answered for each SLO assessed)</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> <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>

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>No.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2015-2016</p> <p>GE/IL-SLO Reflection: (Questions 1 – 3 need to be answered for each SLO assessed)</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. Some students needed clarifications on Project assignments. 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 Converted course to Canvas.</p> <p>B. Teaching methods Give more reminders when videos are available.</p> <p>C. Assignments Rewrite Project assignments to make them clearer.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<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? No.</p> <p>10/26/2014 - 1) What were the most important findings from your data? Write two to five sentences summarizing your findings. SLO 1: Most students are very familiar with the use of software on personal computers. SLO 2: Students who keep on track with assignments and quizzes do well in the course.</p> <p>2) Given the results of this assessment, describe what changes will be made, if any to the following:</p> <p>A. Content of course</p> <p>B. Teaching methods</p> <p>C. Assignments</p> <p>D. Course evaluation procedures (e.g., quizzes, exams, papers, etc.)</p> <p>E. SLO</p>	

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>SLO 1: No changes needed.</p> <p>SLO 2: No changes needed.</p> <p>3) Can you identify any resources you need to implement any suggested changes?</p> <p>SLO 1: No</p> <p>SLO 2: No</p> <p>Result: Target Not Met</p> <p>Year This Assessment Occurred: 2013-2014</p> <p>10/14/2013 - 85% of the students who complete this course understand the use of software on the PC; and have a better understanding of productivity tools.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>09/27/2012 - Continue to monitor this SLO. No improvement at this time needed.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2010-2011</p> <p>11/01/2011 - Everything is working out well. No changes at this time.</p>	
Department - Business (BUSI) - BUSI 95 - ENTREPRENEURSHIP: SMALL BUSINESS	Assessment Method: Through use of case studies and written	10/15/2013 - 100% of the students who completed the course were able to demonstrate the use of	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>MANAGEMENT - SLO 1 - Business Plans - Students will demonstrate appropriate use of business terms and concepts in their business plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>analyses students will improve on business acumen.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 100% of the students will demonstrate use of business terms and concepts.</p>	<p>business acumen.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>07/09/2012 - 98% of the students completed all work in class and gained an understanding of what it takes to run or operate a business.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
<p>Department - Business (BUSI) - BUSI 95 - ENTREPRENEURSHIP: SMALL BUSINESS MANAGEMENT - SLO 2 - Business Plans - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through discussion and company interviews students will have an improved understanding of problem solving for business leaders and the process to do so.</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: 100% of the students will participate.</p>	<p>10/15/2013 - 100% of the students who completed this course participated through demonstration an understanding of how problems are solved in the business process.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
		<p>07/09/2012 - Students who completed all 12 weeks of the course were able at a 98% rate improved their problem solving (financial) skill sets and were able to understand why decisions in businesses are made.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p>	
<p>Department - Business (BUSI) - BUSI 95 - ENTREPRENEURSHIP: SMALL BUSINESS MANAGEMENT - SLO 3 - Presentations - Students will demonstrate their business knowledge and critical thinking in creating their business plans and presentations. (Created By Department - Business (BUSI))</p>	<p>Assessment Method: Student will demonstrate what they have learned in starting or running a business through their written business plan and presentation.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success:</p>	<p>10/15/2013 - Of the students who completed the class 100% demonstrated how they would run a business through research and presentations.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	100% completion of plans.	07/09/2012 - 100% of the students completed a business plan and presentation. Most entered the business plan competition. Result: Target Met Year This Assessment Occurred: 2011-2012	
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))	Assessment Method: Through case studies and analyses gain a critical understanding of International business terms and concepts. Assessment Method Type: Case Study/Analysis		
Course-Level SLO Status: Active			
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))	Assessment Method: Through discussions and participation with classmates and international trade organizations students will demonstrate through research how to work in international trade. Assessment Method Type: Discussion/Participation		
Course-Level SLO Status: Active			
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))	Assessment Method: 80% or more of the student who complete the course will demonstrate through presentation on how to be an Import-Exporter specialist. Assessment Method Type: Presentation/Performance		
Course-Level SLO Status: Active			
Department - Business (BUSI) - BUSI 96 - ENTREPRENEURSHIP: STARTING &	Assessment Method: Class Discussions, Written critical analyses		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>OPERATING A SMALL BUSINESS IN THE SILICON VALLEY - 1 - Demonstrate critical thinking and analytical skills using 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))</p>	<p>of Case Studies, Business Topic Reports, Business Plan/Concept Paper, Quizzes and Exams</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students achieve B or better for each method of evaluation.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>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))</p>	<p>Assessment Method: Class Discussions, Written critical analyses of Case Studies, Business Topic Reports, Business Plan/Concept Paper, Quizzes and Exams</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 75% of students achieve B or better for each method of evaluation.</p>		
<p>Course-Level SLO Status: Active</p>			
<p>Department - Business (BUSI) - BUSI 97 - MANAGEMENT SEMINAR - SLO 1 -- Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Business (BUSI) - BUSI 97 - MANAGEMENT SEMINAR - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))</p>			
<p>Course-Level SLO Status:</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Active</p> <p>Department - Business (BUSI) - BUSI 99A - SUPERVISED BUSINESS INTERNSHIPS - Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must complete agreed to internship.</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 100% need to succeed in internship for credit.</p>	<p>10/15/2013 - No students this year</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must complete agreed to contract</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 100% of the students who complete the project receive a grade.</p>	<p>10/15/2013 - No students this year.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 99B - SUPERVISED BUSINESS INTERNSHIPS - Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must complete agreed to internship.</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 100% of the students who agree and complete the internship will receive a grade.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students must complete agreed to</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>internship.</p> <p>Assessment Method Type: Field Placement/Internship</p> <p>Target for Success: 100% of the students who complete the internship agreed to, will receive credit.</p>		
<p>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))</p> <p>Course-Level SLO Status: Active</p>			

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>Year PL-SLO implemented: End of Quarter</p> <p>SLO Status: Active</p>	<p>Assessment Method: 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>Assessment Method Type: Research Paper</p> <p>Target: 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>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <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>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: The questions asked in the GE BUSI 22, & 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>Assessment Method: Through giving and receiving presentations in each of the core courses, students will learn about the types of businesses available to enter.</p> <p>Assessment Method Type:</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
<p>Year PL-SLO implemented: End of Quarter</p> <p>SLO Status: Active</p>	<p>Presentation/Performance</p> <p>Target: 100% of graduates will understand the types of businesses and the direction they wish to pursue.</p>	<p>opportunities to present and observe professional presentations to be better prepared for the real world marketplace.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: None at this time.</p> <p>Resource Request: None at this time.</p> <p>07/09/2012 - Based on the following questions asked:</p> <p>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>Result: Target Met</p> <p>Year This Assessment Occurred: 2011-2012</p> <p>GE/IL-SLO Reflection: Same on GE BUSI 22 and 53. Intro courses indicate students wish to go further in business.</p>	