

Final Annual Instructional Program Review for Business 2011-2012  
**Introduction to The Program Review Process for Instructional Programs**

Program Review at Foothill College

Purpose

An effective program review supports continuous quality improvement to enhance student learning outcomes and, ultimately, increase student achievement rates. Program review aims to be a sustainable process that reviews, discusses, and analyzes current practices. The purpose is to encourage program reflection, and to ensure that program planning is related to goals at the institutional and course levels.

Process

Foothill College academic programs that lead to an A.A./A.S. or Certificate(s), or are part of a specialized pathway, such as ESL, Developmental English, Math My Way are reviewed annually using this template, with an in-depth review occurring on a three-year cycle. The specialized pathways may be included as part of the program review for the department, or may be done as a separate document if they are not part of a department that offers a degree or certificate. Faculty and staff in contributing departments will participate in the process. Deans provide feedback upon completion of the template and will forward the program review on to the next stage of the process, including prioritization at the Vice Presidential level, and at OPC and PaRC.

Annual review will address five core areas, and include a place for comments for the faculty and the dean or director.

1. Data and trend analysis
2. Outcomes assessment
3. Program goals and rationale
4. Program resources and support
5. Program strengths/opportunities for improvement
6. Administrator's comments/reflection/next steps

**Foothill College Program Review Cycle:**

2011-2012 All academic programs participate in an annual program review

2012-2013 1/3 of academic programs participate in comprehensive review, remaining 2/3 of programs update their annual program review

Contact: Office of Instruction and Institutional Research, 650-949-7240

Instructions: Complete this template with data on any degree, certificate, or pathway your department offers. Return the completed form to your Dean on the last day of Fall quarter.

Website: <http://foothill.edu/staff/irs/programplans/index.php>

2011-2012 Submission

<b>Basic Program Information</b>
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Department Name: **Business**

**Program Mission(s):** Foothill College’s Business Department prepares students with the business skills and leadership qualities necessary to compete in the global market in the 21<sup>st</sup> 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

Program review team: **SEE ATTACHED**

Name	Department	Position
<b>Glenn Violett</b>	Business	Acting Dean/Business Instructor
<b>Dennis Wong Doug Felder Ben Dubin Fran Stewart Mimi Will—FT Faculty</b>	Business	PT Faculty

Programs\* covered by this review **SEE ATTACHED**

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
<b>Business</b>	Associate’s Degree	
<b>Business/International Studies</b>	Associate’s Degree	

\*If you have a supporting program or pathway in your area for which you will be making resource requests, please analyze it within this program review. For example, ESLL, Math My Way, etc. You will only need to address those data elements that apply.

\*\*Certificates of 27 or more units must be state approved. If you have certificates that are 27 or more units that are not state approved, please indicate your progress on gaining state approval, with the tentative timeline for approval, or your plan for phasing out the certificate.

**Section 1. Data and Trend Analysis**

1.1. Program Data will be posted on:

<http://foothill.edu/staff/irs/programplans/programreviewdata.php> for all measures except non-transcriptable completion. Please attach all applicable data sheets to the final Program Review document submitted to your Dean. You may use the boxes below to manually copy data if desired.

Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
SEE ATTACHED				

Please provide any non-transcriptable completion data you have available.

Non-Transcriptable Program	2008-2009	2009-2010	2010-2011	% Change
SEE ATTACHED				

1.2 Department Data **SEE ATTACHED**

Dimension	2008-2009	2009-2010	2010-2011	% Change
Enrollment				
Productivity (Goal: 546)				
Success				
Full-time FTEF				
Part-time FTEF				
Full-time Staff				
Part-time Staff				

Department Course Data **SEE ATTACHED**

Course	2008-2009			2009-2010			2010-2011		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success	Enroll.	Prod.	Success
Ex. ART 1									
Ex. ART 2									

1.3 Using the data and prompts provide a short narrative analysis of the following indicators.

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

Enrollment has increased significantly in our core courses, while productivity is flat due to extra adjunct faculty.

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2. Completion Rates (Has the number of degrees/certificates held steady, or increased or declined in the last three years? Please comment on the data and analyze the trends.
  - a. AA, AS, transcriptable certificates

We have no transcriptable certificates in our Business Administration program, however; in Business International Studies we have one (1).

- b. Local, non-State approved certificates

Business International Studies we have one (1).

- c. Certificates less than 27 units: All certificates less than 27 units should be reviewed carefully to determine if the certificate provides a tangible occupational benefit to the student, such as a job or promotion or higher salary, and documentation should be attached.

We Have 7 nontranscriptable career certificates that benefit almost anyone going into the workforce.

3. Productivity: The college productivity goal is 546. (Please analyze the productivity trends in your program and explain factors that affect your productivity, i.e. GE students, size restrictions)

Productivity has remained constant and the same even with extra adjunct faculty.

4. Course Offerings (Comment on the frequency, variety, demand, pre-requisites.) Review the enrollment trends by course. Are there particular courses that are not getting the enrollment or are regularly cancelled due to low enrollment?)

No courses are regularly (or ever) cancelled due to low enrollment. In most cases it would be one per academic year.

5. Curriculum and SLOs

- a. Comment on the currency of your curriculum, i.e. are all CORs reviewed for Title 5 compliance at least every three years and do all prerequisites, co-requisites and advisories undergo content review at that time? If not, what is your action plan for bringing your curriculum into compliance?

All courses are Title 5 compliant.

- b. Comment on program mapping and how it ties to the college Mission(s).

The Business Department is here to develop and involve our students through basic business writing skills, career preparation, lifelong learning, or transfer, and as a member to the Foothill College Community we are dedicated to the

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achievement of learning and to the success of our students. Our Business Department developed the Foothill Entrepreneur Center out of the need for our students and local community to better understand the entrepreneurship mindset and innovation which is an essential and needed to prepare for transfer and career development/professional development and corporate innovation.

- c. Identify any other programs with which your program has overlap, and comment on the purpose of the overlap.

Every CTE program should require some type of business courses. We fail our students if we do not prepare them for the real business world.

- d. Comment on any recent developments in your discipline which might require modification of existing curriculum and/or the development of new curriculum?

We want continue to try and develop certificates and an AA degree in entrepreneurship and small business management. We have been unable to complete this task due to lack of full time help in the business department this past year.

- e. Do all of the courses in your program have SLOs identified? Do all programs have program-level student learning outcomes? If not, what is your plan for completing these?

Yes and we continue to improve as needed.

6. Basic Skills Programs (Please describe your Program's connection to this core mission, if applicable):

All of our business courses require basic skills from financial literacy to writing to computation.

7. Transfer Programs: Articulation (Please describe your Program's connection to this core mission, if applicable)

We have many cross-listed business courses in other majors and certificate programs. We have two courses that are UC transferable.

8. CTE Programs: Labor/Industry Alignment (Please describe your Program's connection to this core mission, if applicable) Our Entrepreneur Center and Business Incubator is where we can provide contract business education, professional business develop for traditional and nontraditional students. We as a department wish to prepare all students from every discipline in regards to actual workforce knowledge.

**Section 2. Learning Outcomes Assessment Summary**

2.1. Attach 2010-2011 Program Level – Four Column Report for PL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

2.2 Attach 2010-2011 Course-Level – Four Column Report for CL-SLO Assessment from TracDat

**Section 2 Continued: SLO Assessment and Reflection**

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

What findings can be gathered from the Course Level Assessments?

Students will demonstrate appropriate use of business terms and concepts in their projects for each business course.

What curricular changes or review do the data suggest in order for students to be more successful in completing the program?

Looking at increasing course options and curriculum to better prepare our students for the real workforce.

How well do the CL-SLOs reflect the knowledge, skills, and abilities students need in order to succeed in this program?

It is difficult to capture the knowledge, skills, and abilities needed for success in a few questions. However, we believe students that show evidence of mastery of our SLOs are likely to have improved success in Business

How has assessment of course-level student learning outcomes led to improvement in student learning in the program?

The department meetings, which have arisen through the process, may have been helpful in discussing effective teaching strategies and techniques. However, other than this tangential benefit we do not believe the assessment of SLOs have contributed much in the improvement of student learning because we have been using these best business practices prior to any discussion of SLO's.

2.3.b Program-Level SLO

What summative findings can be gathered from the Program Level Assessments?

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

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How has assessment of program-level student learning outcomes led to certificate/degree program improvements?

We are still actively reviewing results.

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

<b>Action Step</b>	<b>Related SLO assessment (Note applicable data)</b>	<b>Related ESMP Core Mission Goals (Basic Skills, Transfer, Work Force, Stewardship of Resources)</b>	<b>How will this action improve student learning/success?</b>
<b>1 Continue to use and develop learning outcomes for all business and cross campus departments.</b>	All	<b>Basic Skills, Transfer, Work Force, Stewardship of Resources</b>	Our students will have improve knowledge to meet the demand for the future when companies are ready to hire again.
<b>2 Entrepreneur Center and Business Incubator</b>	ALL	<b>Basic Skills, Transfer, Work Force, Stewardship of Resources</b>	Networking with real business leaders from the community and providing internships and mentorships from these business leaders.
<b>3</b>			

**Section 3: Program Goals and Rationale**

Program goals should be broad issues and concerns that incorporate some sort of measurable action and should connect to Foothill’s core missions, [Educational & Strategic Master Plan \(ESMP\)](#), the division plan, and SLOs.

3.1 Program relation to college mission/core missions

The Business Department is here to develop and involve our students through basic business writing skills, career preparation, lifelong learning, or transfer, and as a member to the Foothill College Community we are dedicated to the achievement of learning and to the success of our students. Our Business Department developed the Foothill Entrepreneur Center out of the need for our students to better understand the entrepreneurship mindset and innovation which is an essential need to be better prepared for transfer and career development.

3.2 Previous Program Goals from last academic year

Goal	Original Timeline	Actions Taken	Status/Modifications
<b>1 The first goal is to finish the critical series of SLO assessments for all active courses. This goal is on track; all SLOs have been written. The assessment of the SLOs will be completed by the end of Spring 2010.</b>	Ongoing	Continue to monitor SLO’s and PLO’s	Trac.Dat has given us the ability to make changes rapidly.
<b>2 The second and most critical goal is the continuing development of our Business Department’s Entrepreneur Center and business incubator. In 2008/09 we provided students with student pay, two major business plan competitions awarding students up to \$35,000 in scholarships. We are continuing to engage our students</b>	Ongoing	Preparing for the Fifth Annual Business Plan Competition	Seeking existing small businesses with 1-3 employees and providing services how to grow their company through in-kind gifts.



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<b>and the community through our competition.</b>			
<b>3 The third goal is to update the course outlines of record and build curriculum to meet the needs of students, by increasing certificates and AA degree in Entrepreneurship and Small Business Management. This work depends upon external funding (a request for Perkins grants will be submitted) and donations by the community.</b>	With the addition of a new FT business faculty we can succeed in this critical goal.	Request fulltime business faculty.	Request
<b>4. The fourth goal is to develop non-credit entrepreneur courses for professional development and displaced workers who need business skills immediately to compete in the marketplace.</b>	Request addition of a new FT business faculty we can succeed in this critical goal.	Request fulltime business faculty.	Request
<b>5. The fifth goal is to build further relationships with local and national businesses and other Community Colleges and Universities in the study of entrepreneurship.</b>	Continue outreach with the Request addition of new FT business faculty we can succeed in this critical goal.	Request fulltime business faculty.	Request
<b>6. Work on improving productivity and collaboration with College research to identify issues surrounding productivity.</b>	The business department may finally be able to focus on past issues surrounding productivity.		
<b>7. The business department seeks to</b>	With the addition of a new FT business faculty	Request fulltime business faculty.	Request

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<p><b>add one more full-time faculty in business to meet the demands of our community and students; to support outreach to the business community; to work with entrepreneurship across all disciplines and workforce development.</b></p>	<p>we can succeed in this critical goal.</p>		
<p><b>8. The eight and most critical goal is the continuing development of our Business Department's Entrepreneur Center and business Incubator. In 2010 we are continuing to engage our students and the community through our competition.</b></p>	<p>Continue outreach with the Request of an assistant coordinator we can succeed in this critical goal.</p>	<p>Part time coordinator for the center.</p>	<p>Request</p>
<p><b>9 The ninth goal is to update the course outlines of record and build curriculum to meet the needs of students, by increasing certificates and AA degree in Entrepreneurship and Small Business Management. This work depends upon external funding (a request for Perkins grants will be submitted) and donations by the community.</b></p>	<p>FT Faculty hire</p>	<p>Request</p>	<p>Request</p>
<p><b>10. The tenth goal is to develop non-credit entrepreneur courses for professional development and</b></p>	<p>Identify someone who can assist in the development of non-credit business courses.</p>	<p>Seeking.</p>	<p>Seeking</p>

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<p><b>displaced workers who need business skills immediately to compete in the marketplace.</b></p>			
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3.3 New Goals: Goals can be multi-year

<p><b>Goal</b></p>	<p><b>Timeline (long/short-term)</b></p>	<p><b>Supporting Action Steps from section 2.4 (if applicable)</b></p>	<p><b>How will this goal improve student success or respond to other key college initiatives</b></p>
<p><b>1 Same goals as above for the past 4 years</b></p>	<p>Ongoing</p>	<p>Ongoing</p>	<p>Better prepared with basic skills, critical thinking, computation and community involvement</p>

**Section 4: Program Resources and Support**

4.1 Using the tables below, summarize your program’s resource requests.

Full Time Faculty and/or Staff Positions

<b>Position</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
The business department seeks to add one more full-time faculty in business to meet the demands of our community and students; to support outreach to the business community; to work with entrepreneurship across all disciplines and workforce development.	56000-65000	3-10	
Assistant coordinator for the entrepreneur center and business incubator.	45,000	2,6,8	Perkins

Reassigned Time

<b>Position</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
N/A			

B Budget Augmentation

<b>B Budget FOAP</b>	<b>\$ Amount</b>	<b>Related Goal from Table in section 3.3</b>	<b>Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)</b>
The second and most critical goal is the continuing development of our Business Department’s Entrepreneur Center and business incubator.	10000	Second	Possible Perkins.

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Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

One-time/Other: (Release time, training, etc.?)

Description	\$ Amount	Related Goal from Table in section 3.3	Possible funding sources (Lottery, Measure C, Basic Skills, Perkins, etc.)
N/A			

**Section 5: Program Strengths/Opportunities for Improvement**

5.1 Use the matrix provided below and, reflect on the program relative to students’ needs, briefly analyze the program’s strengths and weaknesses and identify opportunities and challenges to the program. Consider external and internal factors, such as demographic, economic, educational, and societal trends. Some considerations may include current and future demand for the program, similar programs at other comparable institutions, and potential auxiliary funding.

	INTERNAL FACTORS	EXTERNAL FACTORS
<b>Strengths</b>	Robust program offerings, pedagogically-aligned to SLOS, teaching methods, and assessments.  The business department’s overwhelming success and growth over the last few years is largely owed to the program and development of the entrepreneur center and business incubator and business plan competition.	This is not part of one’s strengths.
<b>Weaknesses</b>	Program has no administrative support. We offer a large program, which requires administrative support to manage it. So far, no funding has been provided by the college, especially in the area of course and degree development and SLO data analysis.	This is not part of ones weakness.
<b>Opportunities</b>		With the additional funding for hiring a new fulltime business faculty to

## Draft Annual Program Review Template for 2011-2012

		complete the needs of our Center and Incubator and the hope of the states improved budget we can continue to grow our programs that can be duplicated at other CC in the state and around the country.
<b>Threats</b>		Funding.

5.2 Are there any critical issues you expect to face in the coming year? How will you address those challenges?

5.3 What statements of concern have been raised in the course of conducting the program review by faculty, administrators, students, or by any member of the program review team regarding overall program viability? State funding for all programs.

5.4 Address the concerns or recommendations that were made in prior program review cycles.

5.5 After reviewing the data, what strengths or positive trends would you like to highlight about your program?

<b>Section 6: Feedback and Follow Up</b>
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This section is for the Dean to provide feedback.

6.1 Strengths and successes of the program as evidenced by the data and analysis: Our program remains positioned to grow with the right personnel, either Adjunct or new FT.

6.2 Areas of concern, if any: Funding – DATA for transfers... Ours show 26 for 10/11 however at the graduation ceremony seemed to be many more???. This will be an area to review with other departments, since there were other areas questioning the same.

6.3 Recommendations for improvement:

6.4 Recommended Next steps:

xx Proceed as planned on program review schedule

xx (red) Further review/Out of cycle in-depth review

As Interim Dean, I realize improvements are needed from the COR's, SLO's, and PLO's in every area of the Business department. Looking at other program reviews has given me the opportunity to see where growth and stability can come from. I am also reviewing input from faculty on how to improve their own department. The focus will be to work together with every department to ensure that our division is even more successful. One way of doing this is by mapping out the best way to reach all of our goals with regard to monetary requests for each department. Incorporating data is another issue to address.

We are looking at adding new courses to the curriculum for the entire Business

## Draft Annual Program Review Template for 2011-2012

Department. The first areas we have identified are: *Business Technology: Help Desk/Technical Support* and *Business Technology: Office Administration*. These programs are on hold through 2012/2013 while curriculum for both programs are updated to meet the needs of the college for transfer, workforce development, basic skills and critical thinking. It is the goal of the Business Department to bring these programs back for 2013/2014 in a new form with a true business focus, meeting the needs of our Business Department students and the preparation for those interested in career change. This is an area where the department can grow considerably in the future.

# 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	Action & Follow-Up
<p>Program (BSS-BUSI) - Business Administration AA - 1 - Students shall develop skills to interpret resource allocation through research in basic financial literacy skills, (computation) (critical thinking skills) by analyzing the data with understanding of communication/leadership local and in the global sphere of the business world. This is accomplished in writing and in their oral presentations.</p> <p><b>PL-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students shall develop skills to interpret resource allocation through research in basic financial literacy skills, (computation) (critical thinking skills) by analyzing the data with understanding of communication/leadership local and in the global sphere of the business world. This is accomplished in writing and in their oral presentations.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target:</b> 80 to 100 percent of students will achieve success in computation, communication and critical thinking in the business community.</p>	<p>12/08/2011 - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>Program (BSS-BUSI) - Business Administration AA - 2 - As a result of these basic business experiences students then can develop strategies on to which area of business they may enter.</p> <p><b>PL-SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Students shall develop skills to interpret resource allocation through research in basic financial literacy skills, (computation) (critical thinking skills) by analyzing the data with understanding of communication/leadership local and in the global sphere of the business world. This is accomplished in writing and in their oral presentations.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target:</b> 80 to 100 percent of students will achieve success in computation, communication and</p>	<p>12/08/2011 - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	



PL-SLOs	Means of Assessment & Target / Tasks	Assessment Findings	Action & Follow-Up
	<u>critical thinking in the business community.</u>		

# 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	Reflection/Action Plan & Follow-Up
Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 1 - Court Visitation Report - Students will demonstrate appropriate use of business terms and concepts in their court visitation report. (Created By Department - Business (BUSI)) <b>Assessment Cycles:</b> 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data from court visit. <b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of students will be above average to excellent.	11/01/2011 - Continue to have high percent of students understanding learning outcomes. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	11/01/2011 - Everything is working out well. No changes at this time.
Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 2 - Analysis and Interpretation - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report. (Created By Department - Business (BUSI)) <b>Assessment Cycles:</b> 2011-2012 2012-2013 <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 3 to 4 on the assessment. <b>Assessment Method:</b> Rubric - Analyzing and interpreting data from court visit. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% of students will be above average to excellent.	11/01/2011 - Continue to have high percent of students understanding learning outcomes. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	11/01/2011 - Everything is working out well. No changes at this time.
Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 3 - Court Report Oral Presentation - Students will demonstrate their business knowledge and critical thinking in preparing their court report	<b>Assessment Method:</b> Rubric - Analyzing collection of data at court house. <b>Assessment Method Type:</b> Presentation/Performance		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>and presenting their summary during an oral presentation. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Target for Success:</b> 80% of students will be above average to excellent from Rubric.</p> <p><b>Related Documents:</b> <a href="#">BUSI 18 Rubric</a></p> <p><b>Assessment Method:</b> Rubric</p> <p><b>Assessment Method Type:</b> Discussion/Participation</p> <p><b>Target for Success:</b> Above average to Excellent from Rubric.</p> <p><b>Related Documents:</b> <a href="#">BUSI 18 Rubric</a></p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 19 - BUSINESS LAW II - SLO 1 - Court Visitation Report - Students will demonstrate appropriate use of business terms and concepts in their expanded court visitation report. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from court visit.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 19 - BUSINESS LAW II - SLO 2 - Analysis and Interpretation - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their expanded court visitation report. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b></p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from court visit.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Business (BUSI) - BUSI 19 - BUSINESS LAW II - SLO 3 - Court Report Oral Presentation - Students will demonstrate their business knowledge and critical thinking in preparing their expanded court report and presenting their summary during an oral presentation. Seeking new ways in writing and presenting reports. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from court visit.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 1 - Business Plans - Students will demonstrate appropriate use of business terms and concepts in their business plans. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample business plans.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 2 - Analysis and Interpretation - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample business plan.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 3 - Business Plan Presentation - Students will demonstrate their business knowledge and critical thinking in creating their business plans and presentations. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample business plan.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</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><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> 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><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Business (BUSI) - BUSI 233E - SMALL BUSINESS MARKETING, RESEARCH &amp; 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><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 233E - SMALL BUSINESS MARKETING, RESEARCH &amp; 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> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 34H - 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><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data through business leadership, ethics and management.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/15/2011 - Everything is working out well. No changes at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 34H - HONORS INSTITUTE SEMINAR IN BUSINESS - SLO 2 - Term Project - Students will display their research findings in their term project. (Created By Department - Business (BUSI))  <b>Assessment Cycles:</b> 2011-2012 2012-2013	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data through business leadership, ethics and management.  <b>Assessment Method Type:</b> Research Paper  <b>Target for Success:</b> 80% of students will be above average to excellent.	11/15/2011 - Continue to have high percent of students understanding learning outcomes.  <b>Result:</b> Target Met  <b>Year This Assessment Occurred:</b> 2010-2011	11/15/2011 - Everything is working out well. No changes at this time.
<b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 35 - DEPARTMENT HONORS PROJECTS IN BUSINESS - SLO 1 - Critical Analysis - Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 35 - DEPARTMENT HONORS PROJECTS IN BUSINESS - SLO 2 - Effectively demonstrate feasible study in presentation format. (Created By Department - Business (BUSI))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 53 - SURVEY OF INTERNATIONAL BUSINESS	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data	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	Reflection/Action Plan & Follow-Up
<p>- SLO 1 - Written Term Project - Students will demonstrate an understanding and appropriate use of international business terms and concepts in the written component of the term project. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>through international business concepts and terms</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<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 2 - Term Project - Students will critically analyze, evaluate and interpret international business information for their term projects. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<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><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 80% of students will do above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p>
<p>Department - Business (BUSI) - BUSI 57 - PRINCIPLES OF ADVERTISING - SLO 1 - Written Term Project - Students will</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data through business concepts and terms</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b></p>	<p>11/15/2011 - Everything is working out well. No changes at this time.</p>



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>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><b>Assessment Cycles:</b> 2010-2011</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	
<p>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> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data through business concepts and terms.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</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. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data through business concepts and terms.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p>
<p>Department - Business (BUSI) - BUSI 58 - SURVEY OF INTERNATIONAL MARKETING - SLO 1 - Written Term Project - Students will demonstrate an understanding and appropriate use of</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms.</p> <p><b>Assessment Method Type:</b></p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b></p>	<p>11/15/2011 - Everything is working out well. No changes at this time.</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>international marketing terms and concepts in the written component of the term project. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>2010-2011</p>	
<p>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> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms.</p> <p><b>Assessment Method Type:</b> Research Paper</p> <p><b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/15/2011 - Everything is working out well. No changes at this time.</p>
<p>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> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data through international business concepts and terms.</p> <p><b>Assessment Method Type:</b> Presentation/Performance</p> <p><b>Target for Success:</b> 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><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/15/2011 - Everything is working out well. No changes at this time.</p>
<p>Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 1 - Marketing Plan - Students will demonstrate appropriate use of marketing terms and concepts in their marketing plans. (Created By Department - Business (BUSI))</p>	<p><b>Assessment Method:</b> Use in written assignments/marketing plan project.</p> <p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample marketing plan.</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method Type:</b> Class/Lab Project <b>Target for Success:</b> 80% of students will be above average to excellent.	<b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	11/15/2011 - Everything is working out well. No changes at this time.
Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 2 - Marketing Plan Information Analysis - Students will critically analyze, evaluate and interpret information by integrating marketing knowledge in problem-solving and decision-making processes in their marketing plans. (Created By Department - Business (BUSI))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample marketing plan. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% of students will be above average to excellent.	11/15/2011 - Continue to have high percent of students understanding learning outcomes. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	11/15/2011 - Everything is working out well. No changes at this time.
Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 3 - Presentations - Students will demonstrate their marketing knowledge and critical thinking in creating their marketing plans and presentations. (Created By Department - Business (BUSI))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active	<b>Assessment Method:</b> Rubric - Analyzing and interpreting data from sample marketing plan. <b>Assessment Method Type:</b> Presentation/Performance <b>Target for Success:</b> 80% of students will be above average to excellent.	11/15/2011 - Continue to have high percent of students understanding learning outcomes <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011	11/15/2011 - Everything is working out well. No changes at this time.
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))			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 61 - INVESTMENT FUNDAMENTALS - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret financial business information for their term projects. (Created By Department - Business (BUSI))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 61 - INVESTMENT FUNDAMENTALS - SLO 3 - Presentations - Students will demonstrate financial business concepts and strategies in their term projects and presentations. (Created By Department - Business (BUSI))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
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))  <b>Assessment Cycles:</b> 2011-2012			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret business information for their term project. (Created By Department - Business (BUSI))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
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))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 64 - SPECIAL PROJECTS IN BUSINESS - SLO 1 - Analysis - Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))  <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 64 - SPECIAL PROJECTS IN BUSINESS - SLO			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 64X - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>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))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b></p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Active</p> <p>Department - Business (BUSI) - BUSI 64Y - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 64Z - SPECIAL PROJECTS IN BUSINESS - SLO 1 - Analysis - Critical analysis of readings, research and case studies. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 64Z - SPECIAL PROJECTS IN BUSINESS - SLO 2 - Writing - Effectively demonstrate research in written format. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 70 - BUSINESS &amp; 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</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
(BUSI)) <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 70 - BUSINESS & PROFESSIONAL ETHICS - SLO 2 - Ethics Analysis Paper - Students will critically analyze, evaluate and interpret information in their Ethics Analysis paper. (Created By Department - Business (BUSI)) <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 70 - BUSINESS & PROFESSIONAL ETHICS - SLO 3 - Presentations - Students will demonstrate their ethics and philosophy knowledge in preparing their Ethics Analysis paper and presenting their summary during an oral presentation. (Created By Department - Business (BUSI)) <b>Assessment Cycles:</b> 2011-2012 2012-2013  <b>Course-Level SLO Status:</b> Active			
Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 1 - Strategic Management Plans - Students will demonstrate appropriate use of business management terms and concepts in their strategic management plans. (Created By Department - Business (BUSI))			



Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 2 - Strategic Management Plans - Students will critically analyze, evaluate and interpret information by integrating management knowledge in problem-solving and decision-making processes in their strategic management plans. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 3 - Presentations - Students will demonstrate their management knowledge and critical thinking in their strategic management plans and presentations. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 91L - INTRODUCTION TO BUSINESS INFORMATION PROCESSING - SLO 1 - Understand Software - Students will understand the use software on the Personal Computer. (Created By Department - Business (BUSI))</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from personal computer software.</p> <p><b>Assessment Method Type:</b> Class/Lab Project</p> <p><b>Target for Success:</b> 80% of students will be above average to</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p><b>Result:</b> Target Met</p> <p><b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>	<p>excellent.</p>		
<p>Department - Business (BUSI) - BUSI 91L - INTRODUCTION TO BUSINESS INFORMATION PROCESSING - SLO 2 - Productivity Tools - Students will demonstrate an understanding and appropriate use of Microsoft Office by creating reports, charts, graphs, slides, files, using productivity tools such as Word, Excel, Access, PowerPoint. (Created By Department - Business (BUSI))</p>	<p><b>Assessment Method:</b> Rubric - Analyzing and interpreting data from personal computer software. <b>Assessment Method Type:</b> Research Paper <b>Target for Success:</b> 80% of students will be above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes. <b>Result:</b> Target Met <b>Year This Assessment Occurred:</b> 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p>
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 95 - ENTREPRENEURSHIP - SMALL BUSINESS MANAGEMENT - SLO 1 - Business Plans - Students will demonstrate appropriate use of business terms and concepts in their business plans. (Created By Department - Business (BUSI))</p>			
<p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</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</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>problem-solving and decision-making processes in their business plans. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</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><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 95E - SMALL BUSINESS EXPORT &amp; 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))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 95E - SMALL BUSINESS EXPORT &amp; IMPORT - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret international</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>business information for their term projects. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 95E - SMALL BUSINESS EXPORT &amp; IMPORT - 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><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> 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><b>Assessment Cycles:</b> 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> 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><b>Assessment Cycles:</b> 2011-2012 2012-2013</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p><b>Course-Level SLO Status:</b> Active</p> <p>Department - Business (BUSI) - BUSI 99 - SUPERVISED BUSINESS INTERNSHIPS - Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 99 - SUPERVISED BUSINESS INTERNSHIPS - Reflect - Successful students will be able to reflect upon their experiences in the workplace. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 99X - SUPERVISED BUSINESS INTERNSHIPS - Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings	Reflection/Action Plan & Follow-Up
<p>Department - Business (BUSI) - BUSI 99X - SUPERVISED BUSINESS INTERNSHIPS - Reflect - Successful students will be able to reflect upon their experiences in the workplace. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 99Y - SUPERVISED BUSINESS INTERNSHIPS - Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			
<p>Department - Business (BUSI) - BUSI 99Y - SUPERVISED BUSINESS INTERNSHIPS - Reflect - Successful students will be able to reflect upon their experiences in the workplace. (Created By Department - Business (BUSI))</p> <p><b>Assessment Cycles:</b> 2010-2011 2011-2012 2012-2013</p> <p><b>Course-Level SLO Status:</b> Active</p>			