

Introduction

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 and Math My Way are reviewed annually, 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. Dean's comments/reflection/next steps

2012-2013 Submission Deadline:

- Program review documents are due to Dean by December 14 for completion of Section 6.
- Dean completes section 6 and returns documents to program review team by January 7, 2013.
- Program review documents are due to the Office of Instruction by January 18, 2013.

Foothill College Program Review Cycle:

To see which template your department is scheduled to complete, check the Program Review Schedule: <http://foothill.edu/staff/irs/programplans/2012-2013/12-13-prog-rev-schedule.pdf>

Questions?

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

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

Basic Program Information

Department Name: BUSINESS

Program Mission(s): Program Mission(s): Foothill College’s Business and Entrepreneurship 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. It is critical we become part of the Accreditation Council for Business Schools and Programs.

Program Review team members:

Name	Department	Position
Glenn Violett	BUSI (f)	Professor / Interim Dean BSS
Jose Nava	ACTG/BUSI (F)	Professor/ Acting Dept Chair BUSI (2012-2013)
Marguerite Will	BUSI (F)	Professor

Total number of Full Time Faculty:	2
Total number of Part Time Faculty:	8

Existing Classified positions: None
Example: Administrative Assistant None
Example: Program Coordinator None

Programs* covered by this review

Program Name	Program Type (A.S., C.A., Pathway, etc.)	Units**
ASSOCIATE OF ARTS IN BUSINESS	AA	48
Associate of Arts In International Studies	AA	51
<input type="checkbox"/>		
Certificate of Achievement in International Business	Approved CA	51

*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 (transcriptable). A Certificate of Achievement is state approved (transcriptable).

Section 1. Data and Trend Analysis

1.1. Program Data:

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 Programs	2010-2011	2011-2012	% Change
Example: A.S Degree	30	24	-20%
Example: Certificate of Achievement	7	0	-100%

Please provide any non-transcriptable completion data you have available. Institutional Research does not track this data.

Non-Transcriptable Program	2010-2011	2011-2012	% Change
Example: Career Certificate			
Entrepreneurship Career Certificate	2	0	-100%
Business Management Career Certificate	0	0	0
Marketing Career Certificate	2	0	-100%

1.2 Department Data

Dimension	2010-2011	2011-2012	% Change
Enrollment	1683	1601	-5%
Productivity (Goal: 546)	532	538	1%
Success	1183	1075	-5%
Full-time FTEF	.06	.1	-83%
Part-time FTEF	2.6	4.0	54%

Department Course Data (Attach data provided by IR or manually complete chart below)

BUSI	2010-2011			2011-2012		
	Enroll.	Prod.	Success	Enroll.	Prod.	Success
18	229	573	77%	229	573	71%
19	30	400	79%	26	347	96%
22	640	533	75%	699	518	68%
34H/54H	42	496	100%	21	327	100%
53	72	480	81%	82	547	68%
57****	31	413	95%	21	560	79%
58***	0	0	0	0	0	0
59	142	631	69%	128	569	80%
61	32	478	78%	42	627	76%

Program:

Updated:

62	0	0	0	0	0	0
64*	5	0	0	0	0	0
91L	259	617	74%	272	629	72%
95	54	360	74%	272	629	72%
95E	14	209				
99A,B,C*	6					
131B*	32	265				
133A*	58	266				
133E*	37	171				

*deactivated as of 2011-2012 and will be reactivated in 2012-13 under new numbering system.

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

****missing data for ADVT 57

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

1. The Business Program's overall enrollment from 2011 to the 2012 academic year decreased from 1,683 to 1,193 or -5%. This was due in part to adding WSCH and letting a few courses go below the 20. If you look closely you will note that core courses have remained. In terms of specific enrollment trends by course, our BUSI 22 (primary core course), 53, 61, and 95 grew significantly by 9, 14, 31, and 50%, respectively. Although BUSI 19 shows a decline of 13%, the absolute change is small (-4 students).

The only classes showing a significant decline in enrollment are BUSI 34H and BUSI 57...This is due in part because we are not including ADVT 57 as part of our numbers and there were not enough FT to teach the honors course.

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

Our upgrade to our coursework reflects an entrepreneurship focus pervasively designed into our courses. For example, selected faculty teaching Busi 22 are now including a substantive set of what are referred to as Entrepreneurship Building Blocks - which provide students with directed, hands-on tasks that teach students how to think and execute parts of a business plan. These building blocks are at an introductory level, which serve as foundation learning outcomes that then bridge busi 22 to other current and planned courses in our business curriculum. Refer to "Course Offerings" below for more detail.

As we continue to re-design selected courses, we expect our enrollment to increase not only in BUSI 22, but throughout most courses in our business program. A critical component to the success of the business department will be the continued growth in the Foothill Entrepreneur Center and Incubator. We have served over 300 students in the past three years and the need has grown for increased software and assistance that Perkins can only provide so much.

2. COMPLETION RATES

Student Achievement: 2011-2012:

Program:

Updated:

Success Rates by Ethnicity	2010-2011	%	2011-2012	%	% Change
African-American	55	62	45	45	-17%
Asian	384	84	342	80	-4%
Latino	153	69	182	65	-4%
White	385	76	343	70	-6%
Other**	206	64	163	70	6%
TOTAL	1,183	70	1,075	67	-3%

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

1.

Given an overall enrollment of 1,601, the overall success rate for 2011-2012 is 67%^{**}[1,075/1,601], a minor decrease of 3%, from 2010-2011 [70%, 1,183/1,683] with the highest proportion attributable to the African-American demographic with a decrease of 17% or an absolute decrease of 20. Other demographics' success rates decreased by approximately 4%.

With respect to degrees and certificate awards, AA Degrees awarded declined by 20% (from 30 to 24 - combined AA in Bus Admin and International Studies). The need for additional full time faculty will help with these numbers in encouraging more students to get involved with business and entrepreneurial programs. Not only on campus but access too many events off campus to show how important it is to reach out to our local communities with scholarships and challenges in leadership.

2. Productivity

From a productivity perspective, the department had a slight increase of 1% (from 532 to 538).

3. Course Offerings:

However, since the transfer-track and career-track (CTE) coursework that prepares students for transfer and for technical level business jobs or careers.

We can categorize our coursework into two groupings: Transfer-track and Career-Track (CTE). We offer a robust curriculum which addresses the various academic objectives of our students. We offer cope of business is wide (ranging from accounting to technology and law), a more useful way to categorize our coursework is by function: foundation, management, marketing, technology, etc. In this way, we can more readily discern if our offerings are adequately addressing the scope of the business field. [T = Transfer, CTE]:

Foundation Courses

Busi 18 [core]: Business Law I [T, CTE]

Busi 22 [core, AS-T in BUS]: Principles of Business [Note 1] [T, CTE]

Busi 53 [core]: Survey of International Business [T]

BUSI 58 [support] Survey of International Marketing

Busi 53A^ [AS-T in BUS, CA in Web Technologies (PSME/Fine Arts/Busi)]: Business Communications and Technologies [Note 1] [T, CTE]

Management Courses

Busi 19: Business Law II [T]

Busi 59B^: E-Business [Note 1]

Busi 70: Business & Professional Ethics [T]

Busi 90A: Principles of Management [T]

Busi 95: Entrepreneurship - Small Business Management [Note 1] [T, CTE]

Marketing Courses

- Busi 57: Principles of Advertising** [T, CTE]
- Busi 59 [core]: Principles of Marketing** [T, CTE]
- Busi 59A^: Web Marketing** [Note 1]
- Busi 62: Principles of Salesmanship** [T, CTE]

Business Technology Courses

- Busi 11: Introduction to Information Systems** [T]
- Busi 91L: Introduction to Business Information Processing** [T, CTE]

Other Courses

- Busi 61: Investment Fundamentals** [T]
- Actg 1A, 1B, 1C** [AS-T in BUS] [T, CTE]
- Actg 53^: Financial Statement Analysis** (Cross-listed with BUSI)
- Econ 1A, 1B** [AS-T in BUS] [T]

[Note 1: course with entrepreneurship focus; to include course-specific building blocks]

^ New courses that are currently in the curriculum approval process which will be positioned as core courses include:

Note that several of our courses can satisfy both. Note also that the majority of our courses are fully transferable to most universities, including the UC and/or the CSU system.

New courses to be developed in the coming academic year (s):

- Busi XX [placeholder number]: Introduction to Finance** [Note 1]
- Busi XX [placeholder number]: Introduction to Human Resources Management** [Note 1]
- Busi 85A [placeholder number]: Survey of Business** (To articulate with local High Schools)
- Busi 85B [placeholder number]: Intro to Personal Financial Literacy** (To articulate with local High Schools)

Note that with respect to filling the gaps in our business program, the new courses above will be developed for that purpose. Our program currently is missing a course in finance and one in HR management. The BUSI 85 courses will be developed to create a career pathway that reaches out to our local high schools. We are currently in discussions with CCOC and Wilcox High Schools to come up with a game plan that will eventually end up in the development of these articulated courses through a process we call “reverse articulation.”

4. Curriculum and Student Learning Outcomes (SLOs)

- a. All courses are up to date with respect to Title V.
- b. We have added pre-requisites and Advisories to some of our more advance business courses.
- c. All of our business courses relate to the Mission, Vision and values of Foothill College. We pride ourselves in the business department to exceed expectations in critical thinking skills, basic skills, and computational skills preparing our students for transfer, workforce, career development and an entrepreneurial spirit is encouraged for all students in the business and accounting departments.
- d. We check to make sure all syllabi meet the COR and that faculty full time and part time participate in reflections of the SLO’s.

5. Basic Skills Programs (if applicable). We make sure that students who move on from any of our business classes should have basic skills in computation and financial literacy.
 - a. This is part of every SLO in understanding how to review and analyze financial documents.
6. Transfer Programs (if applicable). Almost all of our business courses are UC or CSU transferable.
 - a. Our outcomes for each course meet or exceed the requirements for our students to transfer.
7. Workforce/Career Technical Education Programs (if applicable). For more information about the Core Mission of Workforce, see the Workforce Workgroup website:
<http://foothill.edu/president/workforce.php>

The Entrepreneur Center is integral part of the Business Departments Curriculum. As part of the program we are developing the new name for our Entrepreneur Center. (Dr. Sid Davidson Entrepreneur Center for Business and Accounting.)

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. Business overlaps in every discipline. This is one of the most difficult areas to show most faculty how business could prepare or assist any student in becoming part of the workforce.

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. We are aligned now with the US Small Business Administration and other regional organizations in job creation.

What came out of the 2012 Advisory board has asked that we develop our students and better prepare them for the workforce. In attendance over three meetings the key persons on our advisory board would like to see: The results us to prepare and develop new energy and environmental pathways, recruit corporate sponsors to support the business department and the college and to conduct a program for student jobs and or job shadowing.

8. Student Equity
 - a. The business department recently implemented business academies at CCOC in the Spring of 2013, offering variety of business courses to high school students.
 - b. As noted above we have developed several new tracks for students to choose from in business.
 - c. Continued outreach to all of our student communities. Local High Schools, Regional Community Colleges for example we are hosting an event that includes the Bay Area 16 community colleges in developing entrepreneurial skills sets for all involved.
 - d. Our curriculum is in the midst of a major upgrade to address 2 areas:
 - 1) Content in selected courses to focus on entrepreneurship, our primary theme for our business program..

2) Increase in Online delivery of most of our coursework to improve access to our program, especially by non-traditional students who may not be able to physically attend Foothill College.

Section 2. Learning Outcomes Assessment Summary

2.1. Attach 2011-2012 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.

See attached four column report.

2.2 Attach 2011-2012 Course-Level – Four Column Report for CL-SLO Assessment from TracDat
See attached report.

Section 2 Continued: SLO Assessment and Reflection

2.3 Please provide observations and reflection below.

2.3.a Course-Level SLO

1. What findings can be gathered from the Course Level Assessments?

By Students demonstrating appropriate use of business terms and concepts in their work will be better prepared to meet the workforce.

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

Using these SLO's to begin increasing course options and curriculum to better prepare our students for the real workforce. Most educational institutions do not prepare our students to be successful in the workforce. This is where business courses tailored to the needs of our community can be of high value. I have always advocated for cross-curriculum for various types of business courses for each discipline which would improve the chances for our students to be prepared in the workforce.

3. 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 and therefore in the workforce.

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

The department meetings that have occurred through the process have been helpful in discussing effective teaching strategies and techniques. Originally we did not see the data that would show student success but now have student feedback and other sources which provides more value and allows us to better assess our courses.

5. If your program has other outcomes assessments at the course level, comment on the findings.

There are no other outcomes at this time we can assess until we implement our new curriculum for 2013/14.

2.3.b Program-Level SLO

1. 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. As our instructors ask our students to keep in touch via email they the students begin to return to want to help (not many (20-30) statistically our program is working. I am not a statistician, but after the feedback from PT faculty and others in seems we are doing something right.

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

We are still actively reviewing results and now know we need the two new AA's as described above and only several certificates of achievements. We also need only a few non-transcriptable certificates to meet the immediate needs of the professional worker.

3. If your program has other outcomes assessments at the program level, comment on the findings.

There are no other outcomes at this time we can assess until we implement our new curriculum for 2013/14

Section 3: Program Goals and Rationale-SEE ATTACHED 10-11 GOALS

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 Previous Program Goals from last academic year SEE ATTACHED LAST YEARS GOALS 10-11

Goal	Original Timeline	Actions Taken	Status/Modifications
1			
2			
3			

3.2 New Goals: Goals can be multi-year (in Section 4 you will detail resources needed)

Goal	Timeline (long/short-term)	How will this goal improve student	Action Steps
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Program:

Updated:

		success or respond to other key college initiatives	
1 Continue to use and develop learning outcomes for all business and cross campus departments	Long-term	These actions improve Basic Skills, Transfer, Work Force, Stewardship of Resources	Seek out our students who will have improved knowledge to meet the demand for the future when companies are ready to hire again.
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 and the community through our competition.	Long term	These actions improve Basic Skills, Transfer, Work Force, Stewardship of Resources	Build a system of networking with real business leaders from the community and providing internships and mentorships from these business leaders.
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.	Long Term	Will improve Basic Skills, Transfer, Work Force, Stewardship of Resources	The software requested will help both Business and Accounting professionals.
4. The fourth goal is to develop non-credit entrepreneur courses	Long term	Will improve Basic Skills, Transfer, Work Force, Stewardship of	The software requested will help both Business and

for professional development and displaced workers who need business skills immediately to compete in the marketplace.		Resources	Accounting professionals.
. The fifth goal is to build further relationships with local and national businesses and other Community Colleges and Universities in the study of entrepreneurship.	Long term	Will improve Basic Skills, Transfer, Work Force, Stewardship of Resources	Build stronger communities Joining ASBSP 1,400
. The sixth goal is to develop non-credit entrepreneur courses for professional development and displaced workers who need business skills immediately to compete in the marketplace.	Long term	Will improve Basic Skills, Transfer, Work Force, Stewardship of Resources	Create a stronger workforce.

Section 4: Program Resources and Support

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

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

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

Position	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Program:

Updated:

Non-Instructional Aid for the Entrepreneur Center and Incubator	50,000	1-6

One-time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Supplies for Entrepreneur Center	4,000	1-6

Ongoing B Budget Augmentation

B Budget FOAP	\$ Amount	Related Goal from Table in section 3.2 and/or rationale

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 3.2 and/or rationale
Software Business plan Pro Marketing Plan Pro Advertising Pro Quick Books	\$3,000	1-6 Lottery funds can be used for this software.
ACBSP	1400	1-6 Accreditation Council for Business Schools and Programs

Section 5: Program Strengths/Opportunities for Improvement

5.1 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. The business department strategy of mapping is seeking out new ways to assist our students and the community in preparing them for the real world workforce. Our business department developed the Foothill Entrepreneur Center (FEC) is dedicated to advancing the economic well-being of the communities that it serves by providing educational training and resources to students and the local business community. The FEC mission is to help existing businesses and startups build a solid foundation for rapid growth towards profitability. Successful businesses are vital to a healthy community and they provide employment opportunities to its citizens. By providing programs either regular

curriculum or contract education we can meet the greater needs of our students and community. We should continue to be mapping with other programs on how best to fit business into the curriculum of other departments

5.2 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? None.

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

We offer a robust program offering, 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.

With the additional funding for hiring a non-instructional aide to 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 as we are doing now throughout the state and around the country.

Our curriculum is in the midst of a major upgrade to address 2 areas:

- 1) Content in selected courses to focus on entrepreneurship, our primary theme for our business program.
- 2) Increase in Online delivery of most of our coursework to improve access to our program, especially by non-traditional students who may not be able to physically attend Foothill College.

Section 6: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The Foothill College Business program is a vital part of the college curriculum and has strong demand from students of diverse backgrounds. The program has grown and refocused its curriculum in the past five years, and has created the Foothill Entrepreneur Center, which has the potential to grow and become a vital business incubator for the local economy. The program is currently working to update its curriculum and several new courses are planned as well, including cross discipline courses such as a new business communications course. The enrollment in the program has dipped slightly over the last year, due in part to one of the full-time faculty members taking on the Acting Dean role for over a year. The program is looking to further expand its Entrepreneurship focus, and is looking at contract education and non-credit curriculum as a means to serving the diverse needs of the business community.

6.2 Areas of concern, if any:

No serious areas of concern. As the program looks to develop the Entrepreneur Center, it needs to develop a curricular foundation to make the center sustainable from both a student enrollment and business services standpoint. The center needs to be better defined in terms of

what it offers the community in terms of business education, support for entrepreneurs and how it will be self-supporting in all its endeavors. In addition, the business curriculum needs to continue to adapt and change as outlined above in the goals section, to meet the growing demand for credit business education among Foothill's student population.

The program has two high-unit non-transcriptable certificates that should be evaluated in terms of making them State approved for the student transcript.

In terms of its SLO assessment, the program should consider using a capstone course or other culminating assessment, to analyze program success prior to students leaving.

6.3 Recommendations for improvement:

As outlined above, continue efforts to update curriculum, redefine and enhance the FEC and the AA Degree and Certificates. The program can serve the strong demand for business degrees by evaluating its current degree and certificates and making changes to high unit non-transcriptable degrees such as the Business Management Career Certificate and the Entrepreneurship Career Certificate, which could be converted to State approved transcriptable certificates with small changes in units required.

6.4 Recommended next steps:

Proceed as planned on program review schedule

Further review/Out of cycle in-depth review

Upon completion of section 6, the Program Review should be returned to department faculty and staff for review, then submitted to Instruction and Institutional Research for public posting. See timeline on page 1.

Unit Course Assessment Report - Four Column

Foothill College

Mission Statement: A well-educated population being essential to sustaining and enhancing a democratic society, Foothill College commits itself to providing access to outstanding educational opportunities for all of our students. Whether through basic skills, career preparation, lifelong learning, or transfer, the members of the Foothill College community are dedicated to the achievement of learning and to the success of our students. We affirm that our unwavering dedication to this mission is critical to the prosperity of our community, our state, our nation, and the global community to which all people are members.

Course-Level SLOs	Means of Assessment & Target / 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: 80% of students will be above average to excellent.</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 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>Reporting Year: 2012-2013</p>	<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/>
<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:</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: 80% of students will be above average to excellent.</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 or system could be structured.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p>	<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> <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</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active			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>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: 80% of students will be above average to excellent.</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>Reporting Year: 2012-2013</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>01/01/2013 - A newer edition of the Laudon Essentials of Info Systems book is now required for the 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> <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>
Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 1 - Court Visitation	<p>Assessment Method: Rubric - Analyzing and interpreting data</p>	02/12/2013 - - Students are learning how the law provides no only provides the structure for how	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Report - Students will demonstrate appropriate use of business terms and concepts in their court visitation report. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>from court visit.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 80% of students will be above average to excellent.</p>	<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>Reporting Year: 2012-2013</p> <hr/> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <hr/>	<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> <hr/> <p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 2 - Analysis and Interpretation - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their court visitation report. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target: 3 to 4 on the assessment.</p> <hr/> <p>Assessment Method: Rubric - Analyzing and interpreting data from court visit.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 80% of students will be above average to excellent.</p>	<p>02/12/2013 - Overall the same as SLO 1- Students are learning how the law provides not only provides the structure for how 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>Reporting Year: 2012-2013</p> <hr/> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</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</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		Reporting Year: 2011-2012	18. <hr/> 11/01/2011 - Everything is working out well. No changes at this time. <hr/>
Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 3 - Court Report Oral Presentation - Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation. (Created By Department - Business (BUSI))	Assessment Method: Rubric - Analyzing collection of data at court house. Assessment Method Type: Presentation/Performance Target: 80% of students will be above average to excellent from Rubric. Related Documents: BUSI 18 Rubric	02/12/2013 - all students who completed the course were able to present in a professional manner what they have learned by their court visit. Result: Target Met Reporting Year: 2012-2013	
Course-Level SLO Status: Active	Assessment Method: Rubric Assessment Method Type: Discussion/Participation Target: Above average to Excellent from Rubric. Related Documents: BUSI 18 Rubric	11/01/2011 - Continue to have high percent of students understanding learning outcomes. Result: Target Met Reporting Year: 2010-2011	08/22/2012 - 90% competed the project, we will decide in 12/13 if we need to adjust the SLO's for BUSI 18. <hr/> 11/01/2011 - Everything is working out well. No changes at this time. <hr/>
Department - Business (BUSI) - BUSI 19 - BUSINESS LAW II - SLO 1 - Court Visitation Report - Students will demonstrate appropriate use of business terms and concepts in their expanded court visitation report. (Created By Department - Business (BUSI))	Assessment Method: Rubric - Analyzing and interpreting data from court visit. Assessment Method Type: Class/Lab Project Target: 80% of students will be above average to excellent.	11/01/2011 - Continue to have high percent of students understanding learning outcomes. Result: Target Met Reporting Year: 2011-2012	11/01/2011 - Everything is working out well. No changes at this time. <hr/>
Course-Level SLO Status: Active			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Assessment Method: Rubric - Analyzing and interpreting data from court visit. Assessment Method Type: Research Paper Target: 80% of students will be above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes. Result: Target Met Reporting Year: 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p>
<p>Course-Level SLO Status: 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>Assessment Method: Rubric - Analyzing and interpreting data from court visit. Assessment Method Type: Presentation/Performance Target: 80% of students will be above average to excellent.</p>	<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes. Result: Target Met Reporting Year: 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p>
<p>Course-Level SLO Status: Active</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. Assessment Method Type: Exam - Course Test/Quiz Target: 80% of Class should score 80% or above on each quiz.</p>	<p>02/21/2012 - Questions per unit (Chapter: Kelly and McGowen, BUSN 4th edition) Ch 1: 22 >>> 29 of 32 or 91% learners scored at 80% or above Ch 2: 30 >>> 33 of 40 or 83% learners scored at 80% or above Ch 3: 22 >>> 26 of 38 or 68% learners scored at 80% or above Ch 4: 22 >>> 25 of 35 or 71% learners scored at 80% or above Ch 5: 30 >>> 31 of 41 or 76% learners scored at 80% or above Ch 6: 40 >>> 33 of 41 or 81% learners scored at 80% or above Ch 7: 40 >>> 34 of 41 or 83% learners scored at 80% or above Ch 8: 40 >>> 28 of 38 or 74% learners scored at 80% or above</p>	<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 Ch 4: 22 >>> 25 of 35 or 71% learners scored at 80% or above Ch 5: 30 >>> 31 of 41 or 76% learners scored at 80% or above Ch 8: 40 >>> 28 of 38 or 74% learners scored at 80% or above Ch 9: 40 >>> 25 of 36 or 69% learners scored at 80% or above</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Ch 9: 40 >>> 25 of 36 or 69% learners scored at 80% or above Ch 10: 40 >>> 32 of 39 or 82% learners scored at 80% or above Ch 11: 40 >>> 31 of 37 or 84% learners scored at 80% or above Ch 12: 40 >>> 32 of 37 or 84% learners scored at 80% or above Ch 13: 40 >>> 34 of 37 or 92% learners scored at 80% or above Ch 14: 40 >>> 32 of 37 or 84% learners scored at 80% or above Ch 15: 40 >>> 29 of 36 or 81% learners scored at 80% or above Ch 16: 40 >>> 31 of 39 or 80% learners scored at 80% or above Ch 17: 40 >>> 34 of 37 or 92% learners scored at 80% or above</p> <p>Result: Target Met Reporting Year: 2011-2012</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> <hr/> <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> <hr/>
<p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 1b - Business Knowledge: Business Plans - Students will demonstrate appropriate use of business terms and concepts in their business plans. (Created By Department - Business (BUSI))</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample business plans. Assessment Method Type: Class/Lab Project Target: 80% of students will be above average to excellent.</p>	<p>02/12/2013 - Students have provided an understanding of terms for business by there writing skills and class discussions. Result: Target Met Reporting Year: 2012-2013</p>	
<p>Course-Level SLO Status: Active</p>		<p>02/24/2012 - Students enjoyed the process of creating the business plans in this Business 22 class held in Fall 2011 Result: Target Met Reporting Year: 2011-2012 Resource Request: Was good. GE/IL-SLO Reflection:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Textbook, Course outline and materials discussed in class were good.</p> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Reporting Year: 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 2a - Analysis and Interpretation: General - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes. (Created By Department - Business (BUSI))</p> <p>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</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 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: 80% of learners will score at "B" or 80% on related scoring rubric.</p>		
<p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 2b - Analysis and Interpretation: Business Plans - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-making processes in their business plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample business plan.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 80% of students will be above average to excellent.</p>	<p>02/12/2013 - Students who have completed their critical thinking papers and BP have provided us with enough information they have a basic understanding of business.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Reporting Year: 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 & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>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: 80% of students will be above average to excellent.</p>	<p>02/12/2013 - Over 80% of the students who completed the course prepared and presented a business pan they developed.</p> <p>Result: Target Met</p> <p>Reporting Year: 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> <hr/> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 231B - HOW TO START A HOME-BASED BUSINESS - Business Plans-How to... - Plans Students will Demonstrate appropriate use of business terms and concepts in their business plans (Created By Department - Business (BUSI))</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... - Students will critically analyze, evaluate and interpret information by integrating business knowledge in problem-solving and decision-</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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: 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</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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 53 - SURVEY OF INTERNATIONAL BUSINESS - SLO 1 - Written Term Project - Students will demonstrate an understanding and appropriate use of international business terms and concepts in the written component of the term project. (Created By Department - Business (BUSI))</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: Class/Lab Project</p> <p>Target: 80% of students will be above average to excellent.</p>	<p>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.</p> <p>Result: Target Not Met</p> <p>Reporting Year: 2012-2013</p> <p>GE/IL-SLO Reflection: This course continues to meet all requirements for GE.</p> <hr/> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p>	<p>06/20/2012 - Continue to have high percent of students understanding learning outcomes. May review course outline for changes in Fall.</p> <hr/> <p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<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>Course-Level SLO Status:</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 80% of students will be above average to</p>	<p>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.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Active	excellent.	<p>Reporting Year: 2012-2013</p> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Reporting Year: 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> <hr/>
<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: 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. This quarter long exercise is allows the students to apply concepts and strategies derived from the text and lectures. This is a valuable SLO.</p> <p>Result: Target Met</p> <p>Reporting Year: 2012-2013</p>	<p>06/20/2012 - Target for Success: 80% of students will be above average to excellent. Numbers</p>
		<p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p>	<p>06/20/2012 - Target for Success: 80% of students will be above average to excellent. Numbers</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Reporting Year: 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>should reflect SLO, however we will review the COR to make 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/>

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))

Course-Level SLO Status:
Active

Department - Business (BUSI) - BUSI 53A - BUSINESS COMMUNICATIONS & TECHNOLOGY - SLO 2 - Students will use Business Communication concepts, problem-solving processes and decision-making frameworks to critically analyze, evaluate and interpret business communications. (Created By Department - Business (BUSI))

Course-Level SLO Status:
Active

Department - Business (BUSI) - BUSI 53A - BUSINESS COMMUNICATIONS & TECHNOLOGY - SLO 3 - Students will demonstrate basic mastery of Business Communications by developing various business communication work-products and a simple Business Communications Plan. (Created By Department - Business (BUSI))

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: 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: 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>Reporting Year: 2011-2012</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> <hr/> <p>11/15/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<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: 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>Reporting Year: 2011-2012</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> <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>Assessment Method: 123</p> <p>Assessment Method Type: Case Study/Analysis</p>		

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</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: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through business concepts and terms Assessment Method Type: Class/Lab Project Target: 80% of students will be above average to excellent.</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes. Result: Target Met Reporting Year: 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 - Everything is working out well. No changes at this time.</p> <hr/>
<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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through business concepts and terms. Assessment Method Type: Research Paper Target: 80% of students will be above average to excellent.</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes. Result: Target Met Reporting Year: 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/>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			11/15/2011 - Continue to have high percent of students understanding learning outcomes.
<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>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: 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>Reporting Year: 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 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> <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: Class/Lab Project</p> <p>Target: 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>Reporting Year: 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 2 - Term Project - Students will critically analyze, evaluate and interpret international marketing information</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms.</p> <p>Assessment Method Type:</p>	<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Reporting Year:</p>	<p>11/15/2011 - Everything is working out well. No changes at this time.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>for their term projects. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Research Paper</p> <p>Target: 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 3 - Presentations - Students will demonstrate international marketing 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: 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>Reporting Year: 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Use in written assignments/marketing plan project.</p>	<p>12/19/2012 - 80% of students in F11 section succeeded with 80% or higher on their marketing plans. * * *</p> <p>Result: Target Met</p> <p>Reporting Year: 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> <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</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>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 80% of students will be above average to excellent.</p>	<p>the book. Result: Target Met Reporting Year: 2012-2013</p> <hr/> <p>12/19/2012 - Continue to have high percent of students understanding learning outcomes.</p> <p>In F12, a different instructor taught BUSI 59 and had over 80% of the Busi 59 Marketing Students used marketing terms & concepts appropriately in their written 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 Students were assigned to read the books regularly and study from the tear-out vocabulary cards in the back of the book (MKTG 6 by Lamb).</p> <p>Result: Target Met Reporting Year: 2012-2013</p> <p>GE/IL-SLO Reflection: As the Fall 11 BUSI 59 course finished, 3 students had dropped without completing the final exam/marketing plan paper so the completion rate affected the 80% success rate at mid-quarter.</p> <p>* * *</p> <p>With the completion of BUSI 59 during Fall 2012, 3 students did not complete the Mktg Project or take the Final Exam, but the remainder of the class (33/36) did.</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 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 Plan Information Analysis - Students will critically analyze, evaluate and</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan.</p>	<p>02/12/2013 - Through critical writing and discussion students demonstrated an understanding of Marketing.</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>interpret information by integrating marketing knowledge in problem-solving and decision-making processes in their marketing plans. (Created By Department - Business (BUSI))</p>	<p>Assessment Method Type: Research Paper Target: 80% of students will be above average to excellent.</p>	<p>Result: Target Met Reporting Year: 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 500 corporations' more traditional marketing efforts, last year) . Despite their enthusiastic oral/AV presentations, this quarter's</p>
<p>Course-Level SLO Status: Active</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 Reporting Year: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>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 - Presentations - Students will demonstrate their marketing knowledge and critical thinking in creating their marketing plans and presentations. (Created By Department - Business (BUSI))</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: 80% of students will be above average to excellent.</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>Reporting Year: 2012-2013</p> <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> <hr/> <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:</p>	

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>Target Met Reporting Year: 2011-2012 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. Result: Target Met Reporting Year: 2011-2012 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 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>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> <hr/> <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> <hr/>
		<p>11/15/2011 - Continue to have high percent of students understanding learning outcomes Result: Target Met Reporting Year: 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 & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Business (BUSI) - BUSI 59A - WEB MARKETING - SLO 1 - Students will demonstrate appropriate use of Internet Marketing terms and concepts. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Business (BUSI) - BUSI 59A - WEB MARKETING - SLO 2 - Students will critically analyze, evaluate and interpret relevant business situations using Internet Marketing concepts, problem-solving processes and decision-making frameworks. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>			
<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>Department - Business (BUSI) - BUSI 59B - E-BUSINESS - SLO 1 - Students will demonstrate appropriate use of eCommerce terms and concepts. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>			
<p>Department - Business (BUSI) - BUSI 59B - E-BUSINESS - SLO 2 - Students will critically analyze, evaluate and interpret relevant business situations using</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>eCommerce concepts, problem-solving processes and decision-making frameworks. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Course-Level SLO Status: Active</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: 80% of the passing class would be successful.</p>	<p>09/24/2012 - Students who completed the class have an understanding of investment terms.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	<p>09/24/2012 - None at this time.</p>
<p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Use of business terms and investment terms in their Portfolio.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 80% of who complete class will submit a portfolio.</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: Active</p>	<p>Assessment Method: Students will submit a financial portfolio.</p> <p>Assessment Method Type: Portfolio Review</p> <p>Target: 80% of the students who complete the course will have an understanding of a financial portfolio.</p>	<p>09/24/2012 - All students who completed the course submitted their term project.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	<p>09/24/2012 - None at this time.</p>

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Business (BUSI) - BUSI 61 - INVESTMENT FUNDAMENTALS - SLO 3 - Presentations - Students will demonstrate financial business concepts and strategies in their term projects and presentations. (Created By Department - Business (BUSI))	Assessment Method: Students will present portfolio from their investment portfolio wit and understanding of terms and concepts used in the financial industry. Assessment Method Type: Presentation/Performance Target: 80% of student who complete the course will understand concepts and strategies for financial investment.	09/24/2012 - Students who completed this course met the objectives set out by the instructor. Result: Target Met Reporting Year: 2011-2012	
Course-Level SLO Status: Active	Assessment Method: Students will be assessed upon completion of their portfolio. Assessment Method Type: Presentation/Performance Target: 80% of the students who complete the class will demonstrate an understanding of their investment Portfolio and present it to the class		
Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 1 - Term Project - Students will demonstrate an understanding and appropriate use of business terms and concepts in the term project. (Created By Department - Business (BUSI))			
Course-Level SLO Status: Active			
Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret business information for their term project. (Created By Department - Business (BUSI))			
Course-Level SLO Status:			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
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))			
Course-Level SLO Status: 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))			
Course-Level SLO Status: Active			
Department - Business (BUSI) - BUSI 64 - 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 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			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<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>Course-Level SLO Status: 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>Course-Level SLO Status: 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>Course-Level SLO Status: 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>Course-Level SLO Status: Active</p>			
<p>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))</p> <p>Course-Level SLO Status: Active</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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))</p>			
<p>Course-Level SLO Status: Active</p>			
<p>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))</p>			
<p>Course-Level SLO Status: Active</p>			
<p>Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 1 - Strategic Management Plans - Students will demonstrate appropriate use of business management terms and concepts in their strategic management plans. (Created By Department - Business (BUSI))</p>			
<p>Course-Level SLO Status: Active</p>			
<p>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:</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>Course-Level SLO Status: 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from personal computer software.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target: 80% of students will be above average to excellent.</p>	<p>09/27/2012 - Have Part-Time faculty review this SLO and make possible changes.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <hr/> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<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: Rubric - Analyzing and interpreting data from personal computer software.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 80% of students will be above average to excellent.</p>	<p>09/27/2012 - Continue to monitor this SLO. No improvement at this time needed.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p> <hr/> <p>11/01/2011 - Continue to have high percent of students understanding learning outcomes.</p> <p>Result: Target Met</p> <p>Reporting Year: 2010-2011</p>	<p>11/01/2011 - Everything is working out well. No changes at this time.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 95 -</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>ENTREPRENEURSHIP - SMALL BUSINESS MANAGEMENT - SLO 1 - Business Plans - Students will demonstrate appropriate use of business terms and concepts in their business plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through use of case studies and written analyses students will improve on business acumen.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target: 100% of the students will demonstrate use of business terms and concepts.</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>Reporting Year: 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: 100% of the students will participate.</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>Reporting Year: 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>Course-Level SLO Status: Active</p>	<p>Assessment Method: Student will demonstrate what they have learned in starting or running a business through their written business plan and presentation.</p> <p>Assessment Method Type: Research Paper</p> <p>Target: 100% completion of plans.</p>	<p>07/09/2012 - 100% of the students completed a business plan and presentation. Most entered the business plan competition.</p> <p>Result: Target Met</p> <p>Reporting Year: 2011-2012</p>	
<p>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))</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p> <p>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))</p>			
<p>Course-Level SLO Status: Active</p> <p>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))</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: 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>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</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>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>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>Department - Business (BUSI) - BUSI 99C - 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>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 -</p>			

Course-Level SLOs	Means of Assessment & Target / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Business (BUSI) Course-Level SLO Status: Active			