

Basic Program Information

Department Name:

Business/Entrepreneur/International Business Studies
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Division Name:

Business and Social Sciences

Program Mission(s):

<p>Foothill College's Business and Entrepreneurship Program 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. The Foothill Entrepreneur Center (FEC) is located in the Krause Center of Innovation facility with the intent of serving students, displaced workers, veterans, and community members engaged in starting a small business and or developing their workforce skill sets; we provide support in the way of counseling, mentoring, and grant writing, funding sources and working closely with the SBA in assisting anyone interested in economic development. The FEC provides details for those interested in job creation or internships at Bay Area companies. We are in the process of creating an AS degree in Entrepreneurship and several Certificate of Achievements.</p>
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Please list all Program Review team members who participated in this Program Review:

Name	Department	Position
Glenn Violett	BUSI (F)	Professor
Marguerite Will	BUSI (F)	Professor

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

Please list all existing Classified positions: None

Example: Administrative Assistant I

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

Program Name	Certificate of Achievement Program	Associate Degree Program	Pathway Program
Associate of Arts in Business		AA	48
Associate of Arts in International Studies		AA	51
Certificate of Achievement in International Business	Approved CA		51

Certificates non-transcribable			
Foothill Entrepreneur Center and Incubator/Accelerator			

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

Section 1: Data and Trend Analysis

a. Program Data:

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

Transcriptable Programs	2010-2011	2011-2012	2012-2013	% Change
Business Administration	26	20	39	+98%
Business International Studies	4	4	2	-50%

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

Non-Transcriptable Program	2010-2011	2011-2012	2012-2013	% Change
Example: Career Certificate			7	
Bus. Tech/Office Admin: General			1	+100%

b. Department Level Data:

	2010-2011	2011-2012	2012-2013	% Change
Enrollment	14,280	13,847	13,281	-4.1%
Productivity (College Goal 2013-14: 535)	570	533	472	-11.4%
Success	1183	1076	1584	75%
Full-time FTEF	4.1	4.3	6.7	56.2%
Part-time FTEF	2.6	4.0	4.7	18.1%

Note: One full time faculty was acting Dean from Spring 2011 through Fall 2012

c. Associate Degree Transfer (ADT)

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

Check one	Associate Degree Transfer Status
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	State Approved
xx	Submitted to CCCC
	Submitted to Office of Instruction
	In Progress with Articulation
	Planning Stage with Department
	Not Applicable

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

Our understanding is that it was approved by the CCC in November 2013 and on the way for approval to the State.

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

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

The Business Program's overall enrollment from 2012 to the 2013 academic year increased from 1,601 to 2,141, or +34%. This was due to adding as many courses to gain as much WSCH as possible. We hired several new part-time faculty to assist.

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

During 2012-2013 the program's demographics mirrored college-wide statistics. There were no major differences.

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

While the college productivity goal is 535, the Business Department dropped from 538 in 11/12 to 472 in 12/13 decreasing by 12.3%; was due to adding a split summer offering a business academy at CCOC with four courses in summer 12 to two courses in Summer 13. Also we added a number of courses with enrollment in the low 20's –again going after WSCH.

Section 2: Student Equity and Institutional Standards

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

a. Institutional Standard for Course Completion Rate: 55%

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

During the 2012-2013 year the success rate for on-campus classes was 73%, almost the same as the previous year. For online classes, the success rate was 69%.

b. Institutional Standard for Retention: 50%

Please comment on the course retention data for your program, including any differences in retention rates by student demographics as well as efforts to address these differences, should they exist.

Our retention rates have remained constant; with online drops of 25-30%; retention for on campus fluctuates but only by a few percent each year and no noticeable demographic differences.

c. Institutional Standard for Degree Completion Number: 450

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

Our Business Administration and International Studies AA degrees were 41 for 12/13 an increase over previous years of 24 and 26.

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

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

We have only one Certificate of Achievement in International Business Studies and this year we had 0 awards.

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

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

No data.

Section 3: Core Mission and Support

The College's Core Missions are reflected below. Please respond to each mission using the prompts below.

a. Basic Skills: (English, ESLL and Math): For more information about the Core Mission of Basic Skills, see the Basic Skills Workgroup website: <http://foothill.edu/president/basicskills.php> If your program is categorized as a basic skills program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

If your program is NOT categorized primarily as a basic skills program, comment about how your program/classes supports Foothill's basic skills mission and students.

In every category of education from Administrators, Staff, Faculty and students are all in educational business. Students must understand they are signing a contract when they sign up for courses etc. Our business courses we instruct students to use their basic skills in applying for work, filling out applications, writing critical thinking papers and using computations for financial literacy. We endeavor to assist all students at every level the use of basic skills. Our instructional practices educate our students to prepare themselves for college, transfer, career etc.

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

If your program is classified as a transfer program, please discuss current outcomes or initiatives related to this core mission and analyze student success through the core mission pathway.

Our program is primarily a transfer program for every type of major. Many business courses prepare students for transfer into business and other disciplines.

If your program is NOT categorized primarily as a transfer program, please comment about how your program/classes support Foothill's transfer mission and students.

c. Workforce: For more information about the Core Mission of Workforce, see the Workforce Workgroup website: <http://www.foothill.edu/president/workforce.php> initiatives related to this core mission and analyze student success through the core mission pathway.

We can categorize our coursework into 2 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]—NEED to Add more classes in this area.**

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.

Many of these courses will be offered to help improve CTE workforce skill sets.

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

Busi XX [placeholder number]: Introduction to Finance [Note 1]

BUSI 90B Computer Security for Business Management

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 and other areas of management. The BUSI 85 BUSI 90 B 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.”

If your program is NOT categorized as a workforce program, please comment about how your program/classes support Foothill’s workforce mission and students.

Section 4: Learning Outcomes Assessment Summary

a. Attach 2012-2013 Course-Level – Four Column Report for CL-SLO Assessment from TracDat, please contact the Office of Instruction to assist you with this step if needed.

b. Attach 2012-2013 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.

Attached. GV

Section 5: SLO Assessment and Reflection

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

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

See Below:

Based on review of the SLO's they will remain the same, however we have found the need for many additional business courses. Time is the issue of preparing them and getting them approved.

We will add five additional business courses over the next year to target business students with skills they will need for transfer and in the work place. We are reviewing the possibility of adding additional courses:

BUSIxx Cyber Security for Business Managers.

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 85A 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."

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

All of our SLO's prepare our students for the real world in business meeting all areas of the college's mission. Through observations there seems to be many departments that think their students will never go into any type of business. It is our goal to share with the college the necessity for all students to be prepared for business. As a career or owning their own business through actual internships with various industries.

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

With time there will be a number of increased course offerings and Certificates of Achievements to get students interests in what it takes to get a real job.

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

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

Most faculty in Business are constantly assisting students in seeking employment or helping with the Entrepreneur Center and Incubator in developing the students business skills.

Section 6: Program Goals and Rationale

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

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

Goal/Outcome (This is NOT a resource)	Completed? (Y/N)	In Progress? (Y/N)	Comment on Status
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Annual Instructional Program Review Template for 2013-2014

request)			
<p>1. 1 Continue to use and develop learning outcomes for all business and cross campus departments</p>	<p>NO- Long term</p>	<p>Yes</p>	<p>Most departments do not recognize business courses as something needed in most degrees. This is due to the lack of understanding that most students will enter the workforce as employees. We are providing a disservice to our students not to prepare them for the business world.</p> <p>These actions improve Basic Skills, Transfer, Work Force, Stewardship of Resources</p>
<p>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.</p>	<p>NO not yet-long term</p>	<p>YES</p>	<p>We are on our 7th year of competition preparing students for the real world.</p> <p>These actions improve Basic Skills, Transfer, Work Force, Stewardship of Resources</p>
<p>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</p>	<p>NO not yet-long term</p>	<p>Continue to work on these issues.</p>	<p>All we are attempting to do is prepare students for and improve basic skills, transfer, workforce and stewardship of resources.</p>

Annual Instructional Program Review Template for 2013-2014

Small Business Management. This work depends upon external funding (a request for Perkins grants will be submitted) and donations by the community.			
4. The fourth goal is to develop non-credit entrepreneur courses for professional development and displaced workers who need business skills immediately to compete in the marketplace.	NO	Continue to work on this. Will improve Basic Skills, Transfer, Work Force, Stewardship of Resources	Need for additional full-time faculty to assist with curriculum.
The fifth goal is to build further relationships with local and national businesses and other Community Colleges and Universities in the study of entrepreneurship.	This is an ongoing task.	Will improve Basic Skills, Transfer, Work Force, Stewardship of Resources	Build stronger communities through pathways from HS to Universities.

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

Goal/Outcome (This is NOT a resource request)	Timeline (long/short-term)	How will this goal improve student success or respond to other key college initiatives?	How will progress toward this goal be measured?
1. Full Time Business Faculty	Long term	The business department is positioned to grow with a key FT Business Faculty can take on more responsibilities in developing all of the five goals above. An added instructor would give us the ability to create new courses as stated	We are at 40% FTEF to estimate 60% PT

Annual Instructional Program Review Template for 2013-2014

		above.	
Part-time Classified staff or TEA	Long term/	To improve and extend the Business and Entrepreneurship program we would also need to add a part-time classified position to assist in the Center and Incubator.	As the valley increases in employment and entrepreneurship we are regionally centered to provide services or to centralized services for internships and new business start-ups.
Continue the five Goals mentioned above	Long Term	Continue growth in the department by exceeding the goals in number #6 above	These are ongoing and with a new full time faculty we can meet these goals.

Section 7: Program Resources and Support

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

Full Time Faculty and/or Staff Positions

Position	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Was position previously approved in last 3 years? (y/n)
Full-Time Business Faculty	70K	The business/Entrepreneur Center is positioned to grow with our move to the new campus. We would need a full-time faculty to assist PT's in course offerings.	N
PT Classified or TEA	40K	To Assist in the growth of the entrepreneur center and incubator as the college moves forward with the new Regional Extension campus.	N

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

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

Indicate duties covered by requested reassign time:

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Responsibility	Estimated \$	Related Goal from Table in section 6 and how this resource request supports this goal.	Est hours per month	% Time

One Time B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Expenses for operations of the FEC and the business incubator	4,000	These are promotional material and general supplies.	Yes and No

Ongoing B Budget Augmentation

Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)

Facilities and Equipment

Facilities/Equipment Description	\$ Amount	Related Goal from Table in section 6 and how this resource request supports this goal.	Previously funded in last 3 years? (y/n)
Software through Lottery	\$5,000	Business Plan Software, QuickBooks, Marketing Plan software, Legal License for Lexus-Nexus	Yes and No

Section 8: Program Review Summary

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

Recommendation	Comments
1. We need to expand our course offerings	Needed Full Time Faculty and PT Classified

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

Through Perkins and donations from Wells Fargo and US Bank, the ASFC the FEC/Business Department can just exist. We need expansion especially with opening a new Regional FHDA College. We can position ourselves to be leaders in the Silicon Valley in preparing students for transfer, career enhancement, career training, and contract education with business in the Valley. For example providing services in instruction using companies own material. We have missed several opportunities like this since no one knows what to charge or how to approach these businesses when they have called and explained their needs. This list can go on; however we must be clear our focus is the college mission for workforce which is not being met at the lower level at this time. We can position ourselves for future trends; with additional help in the Business/FEC/International Studies Department. A full-time Business Faculty and PT Classified Assistant or even a TEA that we can raise money for.

Section 9: Feedback and Follow Up

This section is for the Dean to provide feedback.

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

The Business program at Foothill College has grown over the past two years and the department has many ambitious plans for developing new courses and for further developing its concept for the Foothill Entrepreneur Center. The program has grown in the past two years and enrollment and interest among transfer-oriented students is strong and is likely to remain strong in the future. The department faculty need to address the needs of transfer students along with the development of the Entrepreneur Center. The transfer population can grow and expand the number of degrees students earn within business and the approval of the ADT is critical for this.

b. 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.

c. 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.

d. Recommended next steps:

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

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

Unit Course Assessment Report - Four Column

Foothill College

Department - Business (BUSI)

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Business (BUSI) - BUSI 11 - INTRODUCTION TO INFORMATION SYSTEMS - SLO 1 - General Knowledge - Students will demonstrate their knowledge of information systems terms and concepts in creating their assignments and presentations. (Created By Department - Business (BUSI))</p> <p>Start Date: 07/02/2012</p> <p>End Date: 06/28/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Use in weekly assignments, discussions, and monthly tests</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>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>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Reconsider using Laudon's Essentials of MIS 11/e during 2014</p> <p>GE/IL-SLO Reflection: During Summer & Fall 2013 the textbook was changed to the current Laudon's MIS 13/e book, to keep up with newer technologies and real-world up-to-date case studies. Because the book included Improved Decision-making case analyses based on already prepared Excel (spreadsheet) & Access (database) data files, the step-by-step approach to creating these documents was replaced, especially since the MyMISLab that was an option for students as an online website with e-text</p>	<p>10/10/2013 - Consider using Laudon's Essentials of MIS 11/e textbook for 2014 (print date = 4/14) and changing the lab exercises to include a variety of analysis of already prepared data files and bringing in examples from the 'real world' of work and business.</p> <hr/> <p>01/03/2013 - A weekly quiz on chapter reading concepts seems to be an effective way for students to study/memorize/apply definitions and concepts in their weekly work (case analysis, shared discussion examples about applied concepts, and labs) and is recommended to be continued.</p> <hr/>

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

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>students as an online website with e-text and Excel/Access tutorials and as the BSS Division BUSI 91L Class offered similar hands-on exercises. It was found that not every student responded positively to this level of critical thinking/analysis and problem solving especially because they had not had office/business experience and were taking their first business and first online class; so performance results were mixed.</p>	
<p>Department - Business (BUSI) - BUSI 11 - INTRODUCTION TO INFORMATION SYSTEMS - SLO 2 - Written Assignments - Students will critically analyze, evaluate and interpret information by integrating computer information systems concepts from book with real-world cases/examples to practice problem solving and decision-making processes (Created By Department - Business (BUSI))</p> <p>Start Date: 07/02/2012</p> <p>End Date: 06/28/2013</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Evaluating brief written assignments on selected topics from the text and/or current news.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>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>Year This Assessment Occurred: 2012-2013</p> <p>Resource Request: Change online participation in Weekly Discussions optional</p> <p>Resource Request: Change online participation in Weekly Discussions to optional</p> <p>GE/IL-SLO Reflection: During 2013 there were more students who chose not to participate in the weekly online asynchronous discussion threads that required reading what other Classmates had contributed and posting current information or researched facts that related to topics we</p>	<p>10/10/2013 - Since some online students favor working alone from the book, testing, and researching their own project topics, while others benefit from seeing what Classmates write, how they answer the discussion questions and critically analyze the situations, it is recommended that the Weekly Discussion topics continue and all students are encouraged to participate, rewarded by points, if they so decide.</p> <hr/> <p>02/12/2013 - It is recommended that this routine be continued as newer learning materials (books, cases, tech news articles) are introduced each quarter to supplement the basic concepts in the books, lectures, and labs.</p> <p>Follow-Up: 10/10/2013 - This is still an important channel of sharing current information that is 'beyond</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>are studying, even if it meant sacrificing a high grade.</p> <p>GE/IL-SLO Reflection: During 2013 there were more students who chose not to participate in the weekly online asynchronous discussion threads that required reading what other Classmates had contributed and posting current information or researched facts that related to topics we are studying, even if it meant sacrificing a high grade.</p>	<p>Follow-Up: the book,' as well as reviewing case material from the book as a group, with related suggestions and personal examples. It is recommended that this venue of collaborative communication continue.</p> <hr/> <p>01/03/2013 - As all students do not use the same info. systems in daily life/work and the textbook cites cases using 'real-world' examples that are more than a year old, it is recommended that students follow IT/business/info tech news from assigned outside reading and summarize relevant events relating to current situations (i.e., development of mobile technology, data theft, surveillance) weekly in a classroom discussion/posting or written assignment to share with other Classmates.</p> <hr/>
<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:</p>	<p>Assessment Method: Rubric: Analyzing and interpreting data from MSOffice tutorials to apply to a new problem/document.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>01/01/2013 - For Fall 2012 while at least 80% of Students in both sections of BUSI 11 online used MSOffice software to customize given template solutions using MSWord, Excel, Access, and PowerPoint, most did have not experience taking a basic MSOffice applications course so that they could solve the lab problems without relying on the Shelly lab book for step-by-step instructions, causing the assignments to take longer to produce.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred:</p>	<p>10/10/2013 - The BUSI 11 course is being rewritten during F13 to reduce the emphasis on hands-on labs and preparation of documents and to beef up more analysis of already prepared data documents for the purpose of management decision making.</p> <hr/> <p>01/01/2013 - A newer edition of the Laudon Essentials of Info Systems</p>

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<p>06/28/2013 Course-Level SLO Status: Active</p>		<p>2012-2013 Resource Request: Revise the hands-on software lab requirements of this class 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>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> <hr/> <p>01/01/2013 - It is suggested that BUSI 91L MS Office be an advisory/requirement for students taking BUSI 11, or else comparable course or computer/applications experience.</p> <p>10/10/13: It is recommended that BUSI 11 be rewritten to minimize the hands-on lab requirement and to realign the course content with concepts & analysis of management information systems and technology.</p> <hr/>
<p>Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 1 - Court Visitation Report - Students will demonstrate appropriate use of business terms and concepts in their court visitation report. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from court visit. Assessment Method Type: Class/Lab Project Target for Success: 80% of students will be above average to excellent.</p>	<p>02/12/2013 - - 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. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Business (BUSI) - BUSI 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 - Analyzing and interpreting data from court visit.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>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>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 18 - BUSINESS LAW I - SLO 3 - Court Report Oral Presentation - Students will demonstrate their business knowledge and critical thinking in preparing their court report and presenting their summary during an oral presentation. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing collection of data at court house.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be above average to excellent from Rubric.</p> <p>Related Documents: BUSI 18 Rubric</p>	<p>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.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Assessment Method: Rubric</p> <p>Assessment Method Type: Discussion/Participation</p> <p>Target for Success: Above average to Excellent from Rubric.</p> <p>Related Documents: BUSI 18 Rubric</p>			
<p>Department - Business (BUSI) - BUSI 19 - BUSINESS LAW II - SLO 1 - Court Visitation Report - Students will demonstrate appropriate use of business terms and concepts in their expanded court visitation</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from court visit.</p>	<p>10/14/2013 - As part of the students attendance in court, all students who passed the class had an understanding of business law and legal terms.</p> <p>Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>report. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 19 - BUSINESS LAW II - SLO 2 - Analysis and Interpretation - Students will critically analyze, evaluate and interpret information by integrating legal knowledge in problem-solving and decision-making processes from their expanded court visitation report. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from court visit.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - Students provided an analysis comparing two court visits and the difference between the two in solving how case are brought to court and resolved from beginning to end.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 19 - BUSINESS LAW II - SLO 3 - Court Report Oral Presentation - Students will demonstrate their business knowledge and critical thinking in preparing their expanded court report and presenting their summary during an oral presentation. Seeking new ways in writing and presenting reports. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from court visit.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - All students who completed the class were required to present information from both cases in an oral format. They need to identify new legal and business terms required to pass the course.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 1a - Business Knowledge: General - Students will demonstrate appropriate use of business terms and concepts. (Created By Department - Business (BUSI))</p> <p>Start Date: 09/26/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Objective-Type Formative Assessment (quiz): approximately 5 questions for each hour of instruction. Each quiz covers 1 unit (chapter) and includes questions (random draw on each attempt for each learner) covering all learning objectives.</p> <p>Assessment Method Type: Exam - Course Test/Quiz</p> <p>Target for Success: 80% of Class should score 80% or above on</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
	each quiz.		
<p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 1b - Business Knowledge: Business Plans - Students will demonstrate appropriate use of business terms and concepts in their business plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample business plans.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>02/12/2013 - Students have provided an understanding of terms for business by there writing skills and class discussions.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</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 for Success: 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>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 22 - PRINCIPLES OF BUSINESS - SLO 3 - Business Plan Presentation - Students will demonstrate their business knowledge and critical thinking in creating their business plans and presentations. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample business plan.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>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>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This course continues to meet GE standards with work load for all skills needed to understand Business and to assist in deciding the direction they will take upon transfer, workforce or graduation.</p>	
<p>Department - Business (BUSI) - BUSI 53 - SURVEY OF INTERNATIONAL BUSINESS - SLO 1 - Written Term Project - Students</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data</p>	<p>02/12/2013 - Knowledge: The students increased their understanding of international business terms</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>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>through international business concepts and terms</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>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>Year This Assessment Occurred: 2012-2013</p> <p>GE/IL-SLO Reflection: This course continues to meet all requirements for GE.</p>	
<p>Department - Business (BUSI) - BUSI 53 - SURVEY OF INTERNATIONAL BUSINESS - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret international business information for their term projects. (Created By Department - Business (BUSI))</p> <p>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: Research Paper</p> <p>Target for Success: 80% of students will be above average to excellent.</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> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 53 - SURVEY OF INTERNATIONAL BUSINESS - SLO 3 - Presentations - Students will demonstrate international business concepts and strategies in their term projects and oral presentations. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms.</p> <p>Assessment Method Type: Presentation/Performance</p> <p>Target for Success: 80% of students will do above average to excellent.</p>	<p>02/12/2013 - Application: The students are tasked with developing a business plan to open a company division in a country other than the US. After developing the plan each student presented, using Power Point slides, various parts of the plan to the class.</p> <p>This quarter long exercise is allows the students to apply concepts and strategies derived from the text and lectures.</p> <p>This is a valuable SLO.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Department - Business (BUSI) - BUSI 54H - HONORS INSTITUTE SEMINAR IN BUSINESS - SLO 1 - Ethics, Leadership and Mgmt - Students will demonstrate an understanding of business ethics, leadership and management. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through business leadership, ethics and management.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - Students are required to research and analyze five papers in the Honors course showing they understand and can demonstrate through their writing how successful companies use Business Ethics, Leadership and Management skill sets.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 54H - HONORS INSTITUTE SEMINAR IN BUSINESS - SLO 2 - Term Project - Students will display their research findings in their term project. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through business leadership, ethics and management.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - 100% of the students who complete this Honors class demonstrate the ability to research and provide an oral presentation comparing leadership, management skills and how business ethics impact all aspects of business.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>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</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - Over 85% of the students who completed the course demonstrated through exams and preparation for oral presentations each week the concepts of advertising.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
<p>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>Assessment Method: Rubric - Analyzing and interpreting data through business concepts and terms.</p> <p>Assessment Method Type: Research Paper</p> <p>Target for Success:</p>	<p>10/14/2013 - 85% of the students who completed this course were able to understand the various types of advertising through actual projects and interpret data through research.</p> <p>Result: Target Met</p>	

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<p>Course-Level SLO Status: Active</p>	<p>80% of students will be above average to excellent.</p>	<p>Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 57 - PRINCIPLES OF ADVERTISING - SLO 3 - Presentations - Students will demonstrate advertising concepts and strategies in their term projects and oral presentations. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through business concepts and terms. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - 85% of the students who completed this course demonstrated through advertising campaigns and portfolios advertising concepts and strategies in their oral presentation. Result: Target Met Year This Assessment Occurred: 2012-2013</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. Assessment Method Type: Class/Lab Project Target for Success: 80% of students will be above average to excellent.</p>		
<p>Department - Business (BUSI) - BUSI 58 - SURVEY OF INTERNATIONAL MARKETING - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret international marketing information for their term projects. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms. Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent.</p>		
<p>Department - Business (BUSI) - BUSI 58 - SURVEY OF INTERNATIONAL MARKETING - SLO 3 - Presentations - Students will demonstrate international marketing concepts and strategies in their</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data through international business concepts and terms. Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>term projects and oral presentations. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance</p> <p>Target for Success: 80% of students will be above average to excellent.</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 - In F12, over 80% of the Busi 59 Marketing Students used marketing terms & concepts appropriately in their marketing plans; however, they did not do as well when matching definitions/examples to terms on M/C quizzes, Midterm and Final Exam, even though they were assigned to read the books regularly and study from the tear-out vocabulary cards in the back of the book.</p> <p>Result: Target Met</p> <p>Year This Assessment Occurred: 2012-2013</p>	
	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan.</p> <p>Assessment Method Type: Class/Lab Project</p> <p>Target for Success: 80% of students will be above average to excellent.</p>	<p>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</p> <p>Year This Assessment Occurred: 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</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>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
		<p>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>11/15/2011 - Everything is working out well. No changes at this time.</p>
<p>Department - Business (BUSI) - BUSI 59 - PRINCIPLES OF MARKETING - SLO 2 - Marketing Plan Information Analysis - Students will critically analyze, evaluate and interpret information by integrating marketing knowledge in problem-solving and decision-making processes in their marketing plans. (Created By Department - Business (BUSI))</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan. Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent.</p>	<p>02/12/2013 - Through critical writing and discussion students demonstrated an understanding of Marketing. Result: Target Met Year This Assessment Occurred: 2012-2013</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. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	<p>01/01/2013 - As this Fall 2012 BUSI 59 marketing class seemed to have more kinesthetic (rather than academic) learners who wanted to do things 'hands on' instead of reading the book and studying for the quizzes (which is what these SLOs were originally based on), we tried 'learning by show & tell,' 'practice from templates,' doing a class marketing service project for the KCI, observing/analyzing/commenting on the marketing efforts of the Student Transfer Fair on campus and new versions of various campus websites, and also following the marketing of the Presidential candidates using media they could experience 'live' as a real-world example. We even did some</p>

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
			<p>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 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>Assessment Method: Rubric - Analyzing and interpreting data from sample marketing plan. Assessment Method Type: Presentation/Performance Target for Success: 80% of students will be above average to</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. Result:</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>excellent.</p>	<p>Target Met Year This Assessment Occurred: 2012-2013 GE/IL-SLO Reflection: It is the Evaluator's opinion at the close of Fall 2012 that several BUSI 59 students just did not identify with the companies, cases, and problems the way a business owner or marketer would, and the concepts & terms were but memorized markers.</p>	
<p>Department - Business (BUSI) - BUSI 61 - INVESTMENT FUNDAMENTALS - SLO 1 - Term Project - Students will demonstrate an understanding and appropriate use of financial business terms and concepts in the term project. (Created By Department - Business (BUSI))</p> <p>Start Date: 09/26/2011</p> <p>End Date: 12/13/2011</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: *80 % of the students through Case Study and analysis should have an understanding of concepts and terms of investment.</p> <p>Assessment Method Type: Case Study/Analysis</p> <p>Target for Success: 80% of the passing class would be successful.</p>		
<p>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 for Success: 80% of the students who complete the course will have an understanding of a financial portfolio.</p>		
<p>Department - Business (BUSI) - BUSI 61 - INVESTMENT FUNDAMENTALS - SLO 3 - Presentations - Students will demonstrate financial business concepts and strategies in their term projects and presentations. (Created By Department - Business (BUSI))</p>	<p>Assessment Method: Students will present portfolio from their investment portfolio wit and understanding of terms and concepts used in the financial industry.</p> <p>Assessment Method Type:</p>		

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>Course-Level SLO Status: Active</p>	<p>Presentation/Performance Target for Success: 80% of student who complete the course will understand concepts and strategies for financial investment.</p>		
<p>Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 1 - Term Project - Students will demonstrate an understanding and appropriate use of business terms and concepts in the term project. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students who participate in this course need to understand the use of business terms through class discussions and participation. Assessment Method Type: Discussion/Participation Target for Success: 80% of the students who complete the course will have a better understanding of use of business terms in the sales process.</p>	<p>10/14/2013 - 93% of the students who completed this course were able to demonstrate an understanding in the use of business terms through discussion and exams. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 2 - Term Project - Students will critically analyze, evaluate and interpret business information for their term project. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Through case studies and analyses students will interpret information through research and evaluation of the research in learning how the sales process works. Assessment Method Type: Case Study/Analysis Target for Success: 80% and above should demonstrate an understanding of how to analyze, evaluate and interpret information to be successful in the sales process.</p>	<p>10/14/2013 - 93% of the students who completed this course were able to demonstrate an understanding of how to evaluate and interpret data for sales. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 3 - Presentations - Students will demonstrate business concepts and strategies in their term project and presentations. (Created By</p>	<p>Assessment Method: Students will present or interview one another in using strategies and knowledge learned for the sales process. Assessment Method Type:</p>	<p>10/14/2013 - 86% of the students who completed this course were able to demonstrate through critical thinking skills how to research an interpret data for sales. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 62 - PRINCIPLES OF SALESMANSHIP - SLO 3 - Presentations - Students will demonstrate business concepts and strategies in their term project and presentations. (Created By</p>	<p>Assessment Method: Students will present or interview one another in using strategies and knowledge learned for the sales process. Assessment Method Type:</p>	<p>10/14/2013 - 93% of the students who completed this course were able to demonstrate through presentations and interviews of the sales process. Result: Target Met</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Department - Business (BUSI) Course-Level SLO Status: Active	Presentation/Performance Target for Success: 80% of the students who complete this course should be able to demonstrate what it takes to understand salesmanship.	Year This Assessment Occurred: 2012-2013	
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	Assessment Method: Completion of their independent study project. Assessment Method Type: Research Paper Target for Success: When we have a student they either succeed or they don't.	10/14/2013 - One student completed all required material per agreement. Result: Target Met Year This Assessment Occurred: 2012-2013	
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	Assessment Method: When we have a student take this course they must provide some type of Research paper agreed to prior to the start of the quarter. Usually Graduate students. Assessment Method Type: Research Paper Target for Success: Either one completes their project or not.	10/14/2013 - One student completed all required material per agreement. Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 1 - Strategic Management Plans - Students will demonstrate appropriate use of business management terms and concepts in their strategic management plans. (Created By Department - Business (BUSI)) Course-Level SLO Status: Active	Assessment Method: Through case studies and analyze students must understand the use of management terms and concepts through research. Assessment Method Type: Case Study/Analysis Target for Success: 80% plus should demonstrate the use and strategy of business terms and concepts.	10/14/2013 - 85% of the students who competed this course met the SLO. Result: Target Met Year This Assessment Occurred: 2012-2013	
Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 2 - Strategic Management Plans - Students will	Assessment Method: Through case studies and project analyses students should understand the decision	10/14/2013 - 85% of the students who competed this course met the SLO.	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
<p>critically analyze, evaluate and interpret information by integrating management knowledge in problem-solving and decision-making processes in their strategic management plans. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>making process for managers. Assessment Method Type: Case Study/Analysis Target for Success: 80% and above should have the knowledge of how to research a case study and analyze it.</p>	<p>Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 90A - PRINCIPLES OF MANAGEMENT - SLO 3 - Presentations - Students will demonstrate their management knowledge and critical thinking in their strategic management plans and presentations. (Created By Department - Business (BUSI))</p> <p>Course-Level SLO Status: Active</p>	<p>Assessment Method: Students are measured on their presentation and performance through out the course and their final presentation. Assessment Method Type: Presentation/Performance Target for Success: 80% and above of the students who complete this course should demonstrate their knowledge of strategic management.</p>	<p>10/14/2013 - 85% of the students who completed this course met the SLO. Result: Target Met Year This Assessment Occurred: 2012-2013</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. Assessment Method Type: Class/Lab Project Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - 85% of the students who complete this course understand the use of software on the PC. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	
<p>Department - Business (BUSI) - BUSI 91L - INTRODUCTION TO BUSINESS INFORMATION PROCESSING - SLO 2 - Productivity Tools - Students will demonstrate an understanding and appropriate use of Microsoft Office by creating reports, charts, graphs, slides, files, using productivity tools such as Word, Excel, Access, PowerPoint. (Created By Department - Business (BUSI))</p>	<p>Assessment Method: Rubric - Analyzing and interpreting data from personal computer software. Assessment Method Type: Research Paper Target for Success: 80% of students will be above average to excellent.</p>	<p>10/14/2013 - 85% of the students who complete this course understand the use of software on the PC; and have a better understanding of productivity tools. Result: Target Met Year This Assessment Occurred: 2012-2013</p>	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active			
Department - Business (BUSI) - BUSI 95 - ENTREPRENEURSHIP - SMALL BUSINESS MANAGEMENT - SLO 1 - Business Plans - Students will demonstrate appropriate use of business terms and concepts in their business plans. (Created By Department - Business (BUSI))	Assessment Method: Through use of case studies and written analyses students will improve on business acumen. Assessment Method Type: Case Study/Analysis Target for Success: 100% of the students will demonstrate use of business terms and concepts.	10/15/2013 - 100% of the students who completed the course were able to demonstrate the use of business acumen. Result: Target Met Year This Assessment Occurred: 2012-2013	
Course-Level SLO Status: Active			
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))	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. Assessment Method Type: Discussion/Participation Target for Success: 100% of the students will participate.	10/15/2013 - 100% of the students who completed this course participated through demonstration an understanding of how problems are solved in the business process. Result: Target Met Year This Assessment Occurred: 2012-2013	
Course-Level SLO Status: Active			
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))	Assessment Method: Student will demonstrate what they have learned in starting or running a business through their written business plan and presentation. Assessment Method Type: Research Paper Target for Success: 100% completion of plans.	10/15/2013 - Of the students who completed the class 100% demonstrated how they would run a business through research and presentations. Result: Target Met Year This Assessment Occurred: 2012-2013	
Course-Level SLO Status: Active			
Department - Business (BUSI) - BUSI 99A - SUPERVISED BUSINESS INTERNSHIPS - Experience - Successful students will gain practical experience in the workplace. (Created By Department - Business (BUSI))	Assessment Method: Students must complete agreed to internship. Assessment Method Type: Field Placement/Internship	10/15/2013 - No students this year Result: Target Met Year This Assessment Occurred:	

Course-Level SLOs	Means of Assessment & Targets for Success / Tasks	Assessment Findings/Reflections	Action Plan & Follow-Up
Course-Level SLO Status: Active	Target for Success: 100% need to succeed in internship for credit.	<u>2012-2013</u>	
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))	Assessment Method: Students must complete agreed to contract Assessment Method Type: Field Placement/Internship Target for Success: 100% of the students who complete the project receive a grade.	10/15/2013 - No students this year. Result: Target Met Year This Assessment Occurred: <u>2012-2013</u>	
Course-Level SLO Status: Active			