



**PROGRAM REVIEW – CURRICULUM REVIEW**  
2015-16

**Business**

**Courses with CID Designation**

Course Name	CID #	CID Name	COR Effective Term
BUS G100	BUS 110	<a href="#">Introduction to Business</a>	F2014
BUS G139	BUS 115	<a href="#">Business Communication</a>	F2012
BUS G108	BUS 120	<a href="#">Legal Environment of Business</a>	S2013
BUS G110	BUS 125	<a href="#">Business Law</a>	F2014

**Dual Listed Courses**

Course Name	Dual Listed
N/A	

**List of Active Courses offered or not offered in the last 3 years**

Course ID	2012-2013			2013-2014			2014-2015		
	Summer	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
BUS G100		X	X		X	X		X	X
BUS G108		X	X		X	X		X	X
BUS G110		X	X		X	X		X	X
BUS G121		X	X		X	X		X	X
BUS G125									
BUS G130		X	X		X	X		X	X
BUS G139		X	X		X	X		X	X
BUS G153								X	X
BUS G158									
BUS G170									
BUS G210			X			X		X	X



## PROGRAM REVIEW – SLO ASSESSMENTS 2015-16

### Business

*\*Assessment status reflects assessments between Fall 2013 through Summer 2015*

#### Assessment status for courses with active cSLOs

Course Name	# of cSLOs	# of cSLOs Assessed	Status
BUS G100	6	4	↔
BUS G108	17	4	↔
BUS G110	6	3	↔
BUS G121	6	1	↔
BUS G125	5	0	↓
BUS G130	4	3	↔
BUS G139	7	3	↔
BUS G153	5	2	↔
BUS G158	3	0	↓
BUS G170	3	0	↓
BUS G210	8	0	↓

- ↑ Fully assessed
- ↔ Partially assessed
- ↓ No assessment

#### Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
BUS G100	cSLO 5	Determine factors that influence the pricing, promotion, inventory, and distribution of products.
BUS G100	cSLO 6	Explain the methods employers use to recruit, hire, train, evaluate, compensate, and retain employees.
BUS G108	cSLO 10	Evaluate the enforceability of a promise, the performance elements of a contract, and remedies available in the event of breach. Analyze the facts of various business and personal transactions, anticipate potential legal problems involved, and determine whether professional legal services should be sought.
BUS G108	cSLO 11	Distinguish between contracts governed by the Uniform Commercial Code and those governed by the common law of contracts.
BUS G108	cSLO 12	Define the various types of business formations such as sole proprietorships, partnerships, and corporations
BUS G108	cSLO 13	Explain various agency relationships and the duties and liabilities of agents and principals as they relate to partnerships and corporations. Describe a corporation's legal structure and how it differentiates from other forms of business organization.
BUS G108	cSLO 14	Describe the major federal acts that pertain to antitrust legislation, securities regulation, employment law, and environmental law.
BUS G108	cSLO 15	Compare and contrast state and federal regulation.
BUS G108	cSLO 16	Differentiate between the application of domestic and international legal principles.
BUS G108	cSLO 2	Perform legal research using the internet and other sources to evaluate and interpret a court citation, locate a court case on an assigned topic, etc.
BUS G108	cSLO 4	Categorize the types of government agencies, powers and functions, controls through Congressional action, executive action, and the courts.
BUS G108	cSLO 5	Differentiate between state and federal systems, jurisdiction of courts, the interaction between business managers and lawyers, and the importance of alternate dispute resolution methods.
BUS G108	cSLO 7	Summarize the Constitutional authority of federal and state governments to regulate business.
BUS G108	cSLO 8	Evaluate the relationship between law and ethics. Summarize the legal, ethical, political, and social implications of the law.
BUS G108	cSLO 9	Distinguish between torts and crimes and describe the purpose of criminal and tort law.
BUS G110	cSLO 4	Demonstrate an ability to analyze the facts relating to various business and personal transactions; anticipate potential legal problems and determine whether professional legal services should be

## Courses with cSLOs that still need to be assessed

Course Name	cSLO #	cSLO
		sought.
BUS G110	cSLO 5	Evaluate the legal, ethical, political, and social role of business enterprise in contemporary national and international transactions.
BUS G110	cSLO 6	Demonstrate a general understanding of the basic legal rights and duties involved in the areas of substantive law.
BUS G121	cSLO 1	Interpret the meaning of key terms used in personal finance.
BUS G121	cSLO 2	Identify the components of a Personal Financial Plan.
BUS G121	cSLO 4	Indicate the importance of various forms of insurance including automobile, home, health, and life insurance.
BUS G121	cSLO 5	Identify and distinguish between various types of investments including stocks, bonds, and mutual funds.
BUS G121	cSLO 6	Recognize the importance of long-term savings and retirement and estate planning.
BUS G125	cSLO 1	Construct correct sentences by identifying and correcting writing faults; e.g., fragments, comma splices, run-ons, dangling modifiers, and faulty parallelism.
BUS G125	cSLO 2	Apply appropriate punctuation marks in sentences to enhance meaning and readability.
BUS G125	cSLO 3	Interpret the meaning of the specialized terms, abbreviations, and symbols used in the dictionary and use language resources to improve vocabulary, word choices, spelling, and pronunciation.
BUS G125	cSLO 4	Employ proofreading techniques and apply strategies for detecting and correcting errors in written communications.
BUS G125	cSLO 5	Compose and format basic business communications and presentation slides.
BUS G130	cSLO 4	Select document styles that are appropriate to various business writing tasks.
BUS G139	cSLO 3	Apply analytical skills by objectively and subjectively evaluating and critiquing not only his/her own writing, but also the writing of others.
BUS G139	cSLO 5	Complete a formal research project to include researching and collecting data; synthesizing and organizing findings; developing conclusions and recommendations; and writing a multi-section formal report.
BUS G139	cSLO 6	Apply critical thinking and effective speaking skills by planning, organizing, writing, and delivering a 15- to 20-minute multimedia oral presentation on an appropriate business topic.
BUS G139	cSLO 7	Exercise critical thinking, research, investigation, and analytical and interpersonal skills by preparing for the employment process. Tasks in the employment process include identifying interests and goals, choosing a career path, evaluating qualifications, designing a persuasive resume and cover letter, conducting job market searches, and preparing for interviews.
BUS G153	cSLO 2	Develop and compose an operational business plan.
BUS G153	cSLO 4	Develop a financial plan as part of a business plan.
BUS G153	cSLO 5	Investigate potential loans, investors, and venture capitalists.
BUS G158	cSLO 1	Describe the advantages and disadvantages of the various methods of financing a business.
BUS G158	cSLO 2	Identify the needs of financing a new business and understand the objectives of investors and lenders.
BUS G158	cSLO 3	Prepare a financing plan to present to prospective investors or lenders.
BUS G170	cSLO 1	Define and analyze current industry terminology, solutions, and trends in supply chain management, customer relationship management, and other areas relevant in enterprise management.
BUS G170	cSLO 2	Review and analyze best practices for evaluating, planning, and implementing enterprise.
BUS G170	cSLO 3	Review and analyze approaches for organizational planning and business process enablement.
BUS G210	cSLO 1	Define basic investment terms and major investment markets.
BUS G210	cSLO 2	Describe the roles of various participants in the financial markets.
BUS G210	cSLO 3	Interpret risk-adjusted portfolio return measures.
BUS G210	cSLO 4	Apply basic common stock valuation models.
BUS G210	cSLO 5	Identify the benefits of a diversified investment portfolio.
BUS G210	cSLO 6	Gain an introduction to behavioral finance concepts.
BUS G210	cSLO 7	Understand the relationship between interest rates and bond prices.
BUS G210	cSLO 8	Explain the basics of futures and option contracts.

## Courses Assessed and their Action Plans

Course Name	cSLO #	Semester Assessed	Action Plans
BUS G100	cSLO 1	2013 - 2014 (Fall 2013)	More challenging interaction between the instructor and student should demonstrate the student's grasp of the subject. The new polling method has proved very satisfactory
BUS G100	cSLO 1	2013 - 2014 (Fall 2013)	On-Campus: I already made one improvement—from Midterm to Final—by incorporating more vocabulary terms into my on-campus PowerPoint presentations. I've come to realize that this generation of students does not like to study and memorize material; therefore, I'm realizing the importance of finding instructional ways to engage student learning beyond traditional rote memorization. Also chapter quizzes, instead of a vocabulary Midterm and Final, might increase student performance. Online: Until GWC sees the importance of a testing center, I see little opportunity for change in assessment methods.
BUS G100	cSLO 1	2013 - 2014 (Fall 2013)	To further reinforce focus on SLO understanding, I plan to develop additional quiz and homework content directly related to SLOs. Also, I have prepared a PPT that summarizes each SLO for review at the beginning and conclusion of each semester.
BUS G100	cSLO 2	2015 - 2016 (Summer 2015)	No further adjustments to the course planning as a result of this assessment. A different SLO will be analyzed when this class is taught by this same instructor.
BUS G100	cSLO 2	2013 - 2014 (Spring 2014)	More challenging interaction between the instructor and student should demonstrate the student's grasp of the subject
BUS G100	cSLO 3	2014 - 2015 (Fall 2014)	5. Attempt to reach out to discover why a few students did not do well on exams that covered SLO3
BUS G100	cSLO 3	2014 - 2015 (Fall 2014)	Educationally speaking, I am pleased with an 88% passing rate (D or above). However, what I would like to see improved is the 70% figure of students within the A-C range as ethics and social responsibility are paramount concerns in business and management today and 70% in my estimation "doesn't cut it" when students are employed. Thus, I believe, I need to stress more the importance of this topic perhaps requiring assignments that are now optional as extra credit.
BUS G100	cSLO 3	2014 - 2015 (Fall 2014)	No changes planned at this time as we adequately cover SLO 3 in this course.
BUS G100	cSLO 4	2013 - 2014 (Fall 2013)	I believe that the students have achieved at an acceptable rate and now I shall move on to the next SLO.
BUS G100	cSLO 4	2014 - 2015 (Spring 2015)	I will review the course topics related to SLO4 and continue to work with students with a goal of achieving above 70% satisfactory completion of SLO4. As part of this goal, I will increase the class time devoted to open-forum student discussions of SLO4 topics.
BUS G108	cSLO 1	2013 - 2014 (Fall 2013)	Provide each of the students with greater use of online opportunities to review and report on current legal issue. Engage in challenging interaction between professor and students—and interaction among student in supporting their legal positions during class discussions and assignments.
BUS G108	cSLO 17	2013 - 2014 (Fall 2013)	The poll everywhere system worked out better than expected. More challenging interaction between lecturer and students should demonstrate the student's grasp of the subject.
BUS G108	cSLO 17	2013 - 2014 (Fall 2013)	Provide each of the students with greater use of online opportunities to review and report on current legal issue. Engage in challenging interaction between professor and students—and interaction among student in supporting their legal positions during class discussions and assignments.
BUS G108	cSLO 3	2014 - 2015 (Fall 2014)	5. Attempt to reach out to discover why a few students did not do well on exams that covered SLO3
BUS G108	cSLO 6	2014 - 2015	Keep current with the federal and state appellate court cases impacting due

## Courses with cSLOs that still need to be assessed

Course Name	cSLO #		cSLO
		(Fall 2014)	process issues in both criminal and business matters. Review new federal and state statutes impacting same. Assign students to report on these cases and statutes. Conduct class discussions on the probable effects of these cases decisions, state and federal legislation that impact criminal due process matters. Email class notes for each class.
BUS G108	cSLO 6	2014 - 2015 (Spring 2015)	The methods used spend enough quality time and proves to be successful. No changes are contemplated at this time.
BUS G110	cSLO 1	2013 - 2014 (Fall 2013)	Provide each of the students with greater use of online opportunities to review and report on current legal issue. Engage in challenging interaction between professor and students—and interaction among student in supporting their legal positions during class discussions and assignments
BUS G110	cSLO 1	2013 - 2014 (Fall 2013)	The poll everywhere system worked out better than expected. More challenging interaction between lecturer and students should demonstrate the student's grasp of the subject.
BUS G110	cSLO 2	2013 - 2014 (Spring 2014)	Keep current with the federal and state appellate court cases impacting business; assign students to report on these cases. Conduct class discussions on the probable effects of these cases decisions, state and federal legislation that impact business relations.
BUS G110	cSLO 3	2014 - 2015 (Fall 2014)	Keep current with the federal and state appellate court cases impacting due process issues in both criminal and business matters. Review new federal and state statutes impacting same. Assign students to report on these cases and statutes. Conduct class discussions on the probable effects of these cases decisions, state and federal legislation that impact criminal due process matters. Email class notes for each class.
BUS G110	cSLO 3	2014 - 2015 (Fall 2014)	5. Attempt to reach out to discover why a few students did not do well on exams that covered SLO3
BUS G110	cSLO 3	2014 - 2015 (Spring 2015)	THE METHODS USED SPEND ENOUGH QUALITY TIME AND PROVES TO BE SUCCESSFUL. NO CHANGES ARE CONTEMPLATED AT THIS TIME.
BUS G121	cSLO 1 *Historical*	2013 - 2014 (Fall 2013)	To further reinforce focus on SLO understanding, I plan to develop additional homework content directly related to SLOs. Also, I have prepared a PPT that summarizes each SLO (including SLO 1) for review at the beginning and conclusion of each semester.
BUS G121	cSLO 1 *Historical*	2013 - 2014 (Fall 2013)	I believe that these interactive activities are extremely beneficial to the student in ultimately reducing student time and increasing retention. Thus, in order to motivate students to use this learning tool, it appears it is necessary to make them part of the overall course requirements and grade rather than using them as extra credit assignments.
BUS G121	cSLO 2 *Historical*	2013 - 2014 (Spring 2014)	To further reinforce focus on SLO understanding, I plan to continue to develop additional homework content directly related to SLOs. Also, I have prepared a PPT that summarizes each SLO (including SLO 1) for review at the beginning and conclusion of each semester.
BUS G121	cSLO 3	2014 - 2015 (Fall 2014)	To further reinforce focus on SLO understanding, I plan to continue to develop additional homework content directly related to SLOs. Also, I have prepared a PPT that summarizes each SLO (including SLO 3) for review at the beginning and conclusion of each semester.
BUS G121	cSLO 4 *Historical*	2014 - 2015 (Spring 2015)	I will evaluate the expansion of the Personal Financial Plan assignment in class to add additional insurance assessment information. Also, in reviewing the SLOs for B121, I am interested in updating the SLOs. I will review this with other members from the Business Dept.
BUS G130	cSLO 1	2014 - 2015 (Spring 2015)	This semester was covered using a new textbook with additional opportunities for learning business writing in today's business world through the use of technology

### Courses with cSLOs that still need to be assessed

Course Name	cSLO #		cSLO
			which included learning to write business blogs as well as website writing in business. Not only were students learning basic business writing, but how to incorporate in a global world. More emphasis and practice on basic writing prior to practice on business blogs, etc. at the beginning of the semester should be included.
BUS G130	cSLO 2	2013 - 2014 (Fall 2013)	No further action is necessary.
BUS G130	cSLO 2	2013 - 2014 (Spring 2014)	No further action is necessary as this method of analysis and learning worked well for the students within the course.
BUS G130	cSLO 3	2014 - 2015 (Fall 2014)	The only changes that should be considered are how the groups are set up within future online courses for more participative opportunities. In addition, a final opportunity for each group to analyze a final project by other teams for continued learning opportunities and understanding in business writing.
BUS G139	cSLO 1	2013 - 2014 (Fall 2013)	Based on the results of the discussions and the completed assignments, I believe the students have achieved this SLO at an acceptable rate. I will move on to the next SLO for the future.
BUS G139	cSLO 2	2013 - 2014 (Fall 2013)	Based on the results of the discussions and the completed assignments, I believe the students have achieved this SLO at an acceptable rate. I will move on to the next SLO for the future.
BUS G139	cSLO 4	2014 - 2015 (Spring 2015)	More exercises and more discussions between small groups regarding grammar and punctuation will be needed so students can grasp the concepts of correct sentence structure. More review on the specific requirements for submission will also be instituted, so there are no misunderstandings as to what is expected from each student (specifically those students where English is a second language). This review will ensure that students' writings are clear and concise.
BUS G153	cSLO 1	2014 - 2015 (Spring 2015)	The SLO was successfully completed by 14 of the students which is a 93.3% success rate. Future opportunities for improvement of student learning may include giving the opportunity to resubmit the mission statement after feedback prior to final completion of business plan. In addition, it may be helpful for students to submit practice mission statements for review by class peers.
BUS G153	cSLO 3	2014 - 2015 (Fall 2014)	Based on the results of this assessment, no changes are required to teaching, standards, and/or assessment methods; students have achieved this standard at an above acceptable rate, and the instructor will move to the next SLO. This class met the second 8-week session of the fall 14 semester, where typically the initial enrollment is high, but declines by the start of the 2nd 8-week session. In addition to the instructor making contact with students on the list to remind them of the start of the class, it is recommended that "reminder procedures" for all 2nd 8-week sessions be mailed to the students.