

PROGRAM REVIEW – CURRICULUM PACKET

2018-2019

BUSINESS

This report includes course student learning outcome (cSLO) assessment summaries from 2015-16 to 2017-18.

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Table 2. Course assessment status between 2015-16 and 2017-18

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Table 4. cSLOs assessed and corresponding Data Evaluation

Table 5. cSLOs assessed and corresponding Data Planning

COURSE OFFERINGS

Table 1. Course offerings per academic year from 2015-16 to 2018-19

Course Name	2015-2016	2016-2017	2017-2018	2018-2019
BUS G100	x	x	x	x
BUS G101		x	x	x
BUS G108	x	x	x	x
BUS G110	x	x	x	x
BUS G121	x	x	x	x
BUS G130	x	x	x	x
BUS G130N				x
BUS G139	x	x	x	x
BUS G153	x	x	x	x
BUS G158		x	x	x
BUS G159			x	x
BUS G210	x	x	x	x

COURSE ASSESSMENT STATUS

Fully Assessed



Partially Assessed



No Assessment



Table 2. Course Assessment Status between 2015-16 and 2017-18

*No enrollment data between 2013-14 and 2018-19

Course Name	Total cSLOs	No. cSLOs Assessed	Assessment Status	Last Term Offered
BUS G100	6	6 out of 6	Fully Assessed	Spring 2019
BUS G101	4	2 out of 4	Partially Assessed	Spring 2019
BUS G108	17	3 out of 17	Partially Assessed	Spring 2019
BUS G110	6	2 out of 6	Partially Assessed	Spring 2019
BUS G121	6	6 out of 6	Fully Assessed	Spring 2019
BUS G130	4	2 out of 4	Partially Assessed	Spring 2019
BUS G130N	4	0 out of 4	No Assessment	*
BUS G139	7	3 out of 7	Partially Assessed	Spring 2019
BUS G153	5	1 out of 5	Partially Assessed	Spring 2019
BUS G158	3	1 out of 3	Partially Assessed	Fall 2018
BUS G159	5	0 out of 5	No Assessment	Fall 2017
BUS G192C	3	0 out of 3	No Assessment	*
BUS G210	8	0 out of 8	No Assessment	Spring 2019

Table 3. cSLOs that were not assessed between 2015-16 and 2017-18

Course Name	cSLO Name	cSLO to Assessed
BUS G101	cSLO 1	Establish and develop entrepreneurial attitudes, behaviors, and skills
BUS G101	cSLO 4	Identify, evaluate, and validate opportunities in ambiguous, real-world circumstances
BUS G108	cSLO 1	Conduct legal analysis using the IRAC (Issue, Rule, Application, Conclusion) structure. Identify issues and apply the appropriate legal rules to the fact patterns to reach defensible legal conclusions.
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 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 17	Outline the philosophical foundations, sources, and trends of American law.
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 3	Compare and contrast the theories of jurisprudence and the classifications of law.
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 6	Demonstrate the process for litigating criminal and civil cases, with emphasis on how cases progress through the court system from problem, to filing, to trial, and appeal.
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 1	Outline the philosophical foundations, sources, and trends of American law.
BUS G110	cSLO 2	Construct the constitutional authority of federal and state government to regulate business.
BUS G110	cSLO 3	Diagram the process for litigating criminal and civil cases.
BUS G110	cSLO 6	Demonstrate a general understanding of the basic legal rights and duties involved in the areas of substantive law.
BUS G130	cSLO 2	Compose a variety of positive, negative, neutral, and persuasive business communications using the three-step writing process (planning, writing, and revising).
BUS G130	cSLO 4	Select document styles that are appropriate to various business writing tasks.
BUS G130N	cSLO 1	Analyze and solve business problems by producing effective oral and written communications that reflect successful decision making in today's changing workplace.
BUS G130N	cSLO 2	Compose a variety of positive, negative, neutral, and persuasive business communications using the three-step writing process (planning, writing, and revising).
BUS G130N	cSLO 3	Construct business communications that are clear, concise, coherent, consistent, courteous, complete, and correct in every detail.
BUS G130N	cSLO 4	Select document styles that are appropriate to various business writing tasks.
BUS G139	cSLO 1	Exercise critical thinking and analytical strategies to define and solve business communication problems.
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.

Course Name	cSLO Name	cSLO to Assessed
BUS G139	cSLO 4	Collect, organize, and analyze data for informational, progress, justification, and feasibility reports; engage writing techniques that produce clear and concise informal report documents.
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 G153	cSLO 2	Develop and compose an operational business plan.
BUS G153	cSLO 3	Develop three marketing objectives as part of a 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 G159	cSLO 1	Analyze and select the proper legal structure for the creation of a small business.
BUS G159	cSLO 2	Apply knowledge, attitudes and skills needed to successfully achieve their learning objectives and work goals. This includes the ability to communicate, work independently and collaboratively as a team member, manage time and tasks efficiently, and to conduct research and access resources.
BUS G159	cSLO 3	Analyze and select the proper intellectual property protection for a specific creation.
BUS G159	cSLO 4	Utilize and apply the principles of contract law in the negotiation, execution, and enforcement of business contracts.
BUS G159	cSLO 5	Analyze and apply the principles of employment law in the hiring and employment of staff and/or independent contractors in a small business.
BUS G192C	cSLO 1	Formulate and modify, as needed, learning objectives and work goals by effectively communicating and collaborating with instructors, co-workers, and job site supervisors.
BUS G192C	cSLO 2	Apply knowledge, attitudes and skills needed to successfully achieve their learning objectives and work goals. This includes the ability to communicate, work independently and collaboratively as a team member, manage time and tasks efficiently, and to conduct research and access resources.
BUS G192C	cSLO 3	Objectively evaluate their progress by a process of self-examination and by making effective use of supervision and feedback.
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.

DATA EVALUATION

Table 4. cSLOs assessed and corresponding Data Evaluation.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
BUS G100	cSLO 1	Fall 2016	Several of the students just didn't quite grasp all the terms in class this semester. Most of those students did not come to class regularly. In my class, attendance helps significantly with retention.
BUS G100	cSLO 2	Summer 2015	Students were given specific directions for explaining what is involved in starting, owning, and managing a business. All students, except one,

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
			successfully completed the one-page essay. The one student who failed submitted an essay; however, it did not address the specific topic in his submitted essay.
BUS G100	cSLO 2	Fall 2016	This particular class happened to bond from Day 1 and were excellent contributors to every class session. I believe this comradery is what led to the successful completion of the group/class SLO exercise as students freely shared information relative to their personal experiences regarding starting, owning, and managing a business while contrasting information from the consumer's point of view.
BUS G100	cSLO 2	Fall 2016	80% of the students successfully completed the objective of this SLO. The 20% that did not successfully complete the objective failed to either fully complete one of the three assignments or missed completing the homework assignment altogether. Thus, the success rate may be even higher. It just can't be accurately determined since some of the data is missing.
BUS G100	cSLO 2	Spring 2017	For this 3 week project, all the students participated in the development of a business plan and pitch and obtained satisfactory grades (based on this as a survey course of general business).
BUS G100	cSLO 3	Fall 2016	Each student in Group A posted a 100-word discussion on their research of an organization describing examples of the firm's ethical awareness, education, actions, and leadership and shared their findings with Groups A & B. Group B posted a 100-word discussion on their chosen firm's commitment to US manufacturing as it relates to the firm's core values. Group B shared their findings with Groups A & B. Students in both groups displayed a successful understanding of the SLO that was measured.
BUS G100	cSLO 3	Spring 2017	The scores associated with this SLO indicate that the SLO was successfully accomplished with 83% satisfactory results. What's interesting to note was the short-term, accelerated online section had a significantly higher percentage of accomplishment than the full-semester online section. I would have anticipated this to be reversed.
BUS G100	cSLO 3	Spring 2017	Students appear to grasp the concepts relative to this SLO better than other concepts in the course as evidenced by their high scores on both the chapter assignments and Midterm exam questions that related directly to this SLO. Assignments reflected 24 out of 24 students completing the assignment and receiving "A" grade scores. The questions on the Midterm exam for this chapter were randomly selected so not all students received the same questions. Despite the fact that students received different questions, all individual questions had scores of 79% or above.
BUS G100	cSLO 3	Fall 2017	The overall average score was above an 80% for the above referenced quiz that relates to SLO3. I also reinforce aspects of SLO3 at other points in the semester.
BUS G100	cSLO 4	Spring 2018	The overall average score was above 70% for the above referenced quizzes that relate to SLO4. I also reinforce aspects of SLO4 at other points in the semester.
BUS G100	cSLO 4	Summer 2017	What I discovered in this summer session class is that final grades (covering multiple course objectives) were uncharacteristically high with only 1 non-participating student in the SLO evaluation. Out of 50 active students remaining in the course, 70% of the class earned an A. What this tells me is that crackdown on financial aid fraud has produced a class of students who want to learn and are willing to buy their course materials and actively participate in assignments in order to educationally succeed. In other words, evaluation is more accurate since it is taking place with an almost 100% participation in course activities - far different from past semesters.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
BUS G100	cSLO 5	Fall 2015	Only 52% and 62% of the students earned a 70% or higher score on the two SLO5-focused quizzes. Following each of the quizzes, time was spent reviewing the results and correct information so the students could better understand the content.
BUS G100	cSLO 5	Fall 2015	I expected students to score extremely high on this assessment. However, they appeared to have difficulty in completing a "fill-in" document. Their feedback indicated that they preferred a multiple-choice type of assessment.
BUS G100	cSLO 5	Fall 2015	The scores for the LearnSmart assignments associated with this SLO indicate that the SLO was successfully accomplished by the two sections.
BUS G100	cSLO 5	Fall 2017	All students who were in class either shared in the class discussions or participated in the group activity and were successful in accomplishing the SLO. However, this high rate of achievement is, most likely, inflated as several students were absent and, therefore, were not included in the above numbers. I believe all enrolled students should be included in Step 3 above, not just the ones who are being assessed.
BUS G100	cSLO 5	Fall 2017	Of the 24 students who took both tests covering all aspects of this SLO, the success rate was 88%. However, because approximately 60% of the class took either Test 1 or Test 2--but not both—and those numbers were excluded from the statistic above the success rate is probably somewhat skewed.
BUS G100	cSLO 6	Spring 2016	77% of the students earned a 70% or higher score on the SLO6-related quiz. Following the quiz, time was spent reviewing the results and correct information so the students could better understand the content.
BUS G100	cSLO 6	Spring 2016	Student responses were disappointing in that most didn't explain their understanding of the methods employers use to recruit, hire, train, evaluate, compensate, and retain employees, but instead researched and presented book or Internet information when responding to this SLO assessment. In fact, three students even gave me "Works Cited" information!
BUS G100	cSLO 6	Spring 2016	The students who responded to my SLO assessment satisfactorily demonstrated an understanding of the above SLO although it was disappointing to have received several "book responses" over more subjective writing. What is most frustrating is motivating students to complete assessments that are so important yet not part of their final grade. This apparently is the case in that 64% of the remaining students in the class did not participate in the assessment despite a section in the Syllabus explaining the importance of SLOs and SLO assessments, a comprehensive e-mail to each student with the assignment as well as a repeat of the Syllabus information, and even an online reminder Announcement.
BUS G100	cSLO 6	Spring 2016	Students grasped the concept and importance of "recruitment" very well – especially when they saw the video and heard key HR people speak about the lengths they go to in finding, hiring and training the right employees. This was apparent in the class discussion as well as their short-answer quiz results. The two students who didn't seem to grasp the content struggle with English and they had a hard time participating in the class discussion, reading for comprehension and articulating their thoughts on a short-answer quiz.
BUS G101	cSLO 2	Fall 2017	Given that this project was worked on throughout the semester, the positive results are indicative of the effort put towards this SLO.
BUS G101	cSLO 3	Spring 2018	The results of Lesson 7 Quiz (Success Networks) show students understood the importance of social/situational factors that encourage entrepreneurial behavior.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
BUS G108	cSLO 10	Fall 2015	All students in the class gained and understanding on the basic requirements for the enforceability of a promise; the defenses to enforceability; and the remedies—both legal and equitable—available for breach of contract. A students success is based on each student’s commitment to achieve; in completing the written assignments and participating in class discussions.
BUS G108	cSLO 10	Spring 2016	Students in the "live" classes were able to verbally describe possible legal problems that might arise in business and to determine when it would be advisable to retain an attorney. In both the online classes and "live" classes most students were able to answer specific questions relating to SLO #4 posed to them in a created crossword puzzle and on quizzes and exams.
BUS G108	cSLO 10	Spring 2016	All students in the class gained and understanding on the basic requirements for the enforceability of a promise; the defenses to enforceability; and the remedies—both legal and equitable—available for breach of contract. A students success is based on each student’s commitment to achieve; in completing the written assignments and participating in class discussions.
BUS G108	cSLO 12	Spring 2017	All students in the class gained and understanding on the basic legal requirements for the formation of the different types of business organizations. The advantages and disadvantages of each type. The legal risks involved in each type as applied to individual liability vs limited liability, including methods of piercing the corporate veil .
BUS G108	cSLO 16	Spring 2018	All students gained and understanding that our written federal constitution greatly influences the difference between the basis of our laws and those of other countries. That our federal constitution is the supreme law of the land; that we are a federal republic in which the states share power to pass laws with the federal govt; in contrast with other countries in which most laws are passed by the central govt.
BUS G110	cSLO 4	Spring 2016	Students in the "live" classes were able to verbally describe possible legal problems that might arise in business and to determine when it would be advisable to retain an attorney. In both the online classes and "live" classes most students were able to answer specific questions relating to SLO #4 posed to them in a created crossword puzzle and on quizzes and exams.
BUS G110	cSLO 5	Spring 2017	Students in the "live" classes were able to verbally describe possible legal and ethical problems that might arise in business and to determine appropriate steps to attain desired outcomes. In both the online classes and "live" classes most students were able to answer specific questions relating to SLO #5 posed to them in a created crossword puzzle and on quizzes and exams.
BUS G121	cSLO 1	Spring 2016	Each chapter surveyed (students were given chapters and summary page numbers) had different responses from students; therefore, I believe, students honestly answered the questions relative to their knowledge of the vocabulary for each particular chapter. One chapter in particular stood out where students apparently had difficulty – Chapter 8 on Home and Automobile Insurance. This chapter had a 57% success rate and a 43% failure rate.
BUS G121	cSLO 2	Fall 2016	Of the students participating in this SLO assessment, I had a 90% success rate. What's discouraging is that 5 of the 16 remaining students elected not to participate in the assignment. Thus, successful completion of the SLO could not be determined through the assessment vehicle used for approximately 1/3 of the class.
BUS G121	cSLO 2	Spring 2017	The results indicate that those that submitted the Personal Financial Plan received satisfactory grades (9 out of 10 students). However, 4 students did not submit the assignment and did not provide reasons for this.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
BUS G121	cSLO 3	Spring 2017	The scores associated with this SLO indicate that the SLO was successfully accomplished with satisfactory results. It was interesting to note that the highest scores (100%) were in the area of automobiles whereas students showed a consistent 72% success in the other three areas of this SLO which, in my estimation, goes to show you how we must make material relevant to where a student is in his/her personal life.
BUS G121	cSLO 4	Fall 2015	Students were successful in understanding risk management concepts through graded LearnSmart assignments. These assignments basically test a student's understanding of the concepts involved in Personal Finance. However, to be sure that students understood how to actually apply these concepts in a quantitative manner, I presented ungraded problem-solving assignments which were also designed to improve Midterm and Final test scores. Only a third of the class completed the ungraded problems.
BUS G121	cSLO 4	Fall 2017	Of the 14 students who took all 3 quizzes covering all aspects of this SLO, the success rate was 88%. However, because 4 students failed to take one of the three tests assigned, they were not included in the numbers above. Of the two tests these students did complete, their scores were above 80%.
BUS G121	cSLO 5	Fall 2015	The results of the quizzes indicated the students were able to identify and distinguish between various types of investments such as stocks, bonds, and mutual funds.
BUS G121	cSLO 6	Spring 2016	The results of the test indicated the students were able to recognize the importance of long-term savings, retirement, and estate planning. In addition, classroom discussions with the students further validated the test results.
BUS G130	cSLO 1	Spring 2016	Most students did a terrific job communicating with other individuals within their group. There were some individuals that unfortunately did not participate regular and we would see this in a business environment. The challenge for the students is to understand and be able to communicate using the instructions in Student Learning Outcome #1. The analysis of the data showed students listened, practiced, and understood what was learned throughout this semester. The students used what they learned and applied it to their weekly discussions and written assignments. I based my analysis on points per assigned item each week. I analyzed each discussion and written assignment based on the fundamentals of professional business writing today and what was covered in the semester course.
BUS G130	cSLO 1	Fall 2016	Most students did a terrific job communicating with other individuals within their group. There were some individuals that unfortunately did not participate regular and we would see this in a business environment. The challenge for the students is to understand and communicate using the instructions in Student Learning Outcome #1. The analysis of the data showed students listened, practiced, and understood what was learned throughout this semester. The students used what they learned and applied it to their weekly discussions and written assignments. I based my analysis on points per assigned item each week. I analyzed each discussion and written assignment based on the fundamentals of professional business writing today and what was covered in the semester course.
BUS G130	cSLO 3	Fall 2015	Students were provided simulations through MyBCommLab to engage them in the process of constructing various business documents. After completing the simulation, all the students clearly demonstrated a writing style that was consistent with the requirements of communicating routine and goodwill messages, as well as writing and communicating persuasive and bad news messages.

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
BUS G139	cSLO 2	Spring 2017	The majority of the students completed the tasks assigned. Everyone knew the deadlines and the majority adhered to those deadlines. Students who did not complete the assigned tasks were told they could make up some of the assignments, but a 10 percent penalty would be applied to those assignments completed.
BUS G139	cSLO 6	Spring 2016	Eighty-one students satisfactorily completed the oral presentation as instructed. Two students became ill on their presentation date and had to reschedule. Both students made arrangements to complete their presentations at a later date. Some students expressed anxiety upon completing this assignment; however, they all participated. I think those students felt a sense of accomplishment afterwards based on some emails that were sent to me. Some even expressed that this assignment helped them overcome some shyness that they had felt in the past.
BUS G139	cSLO 6	Fall 2017	Students liked working on assignments in the classroom and they liked sharing their work with their classmates. One of the problems that I observed is that students won't see detail in critiquing their own work. They tend to notice that detail when looking at their classmates' work. I think this is because they have slowed themselves down to proofread. I have emphasized that what they need to do is read word for word and read out loud. That forces them to not rush through an assignment.
BUS G139	cSLO 7	Fall 2016	I think the number is a good one for students having completed these assignments in order to help them in their future goals to look for employment. I believe one student who was not able to complete the interview (all other assignments were completed by this student) is an acceptable number based on the circumstance of a death in her family.
BUS G153	cSLO 1	Fall 2015	Each student was required to complete a business plan in this course. Each week, each student was required to submit a portion of their business plan. In week three of the course, the students were to submit the mission statement and objectives portion of the business plan. The instructor reviewed each submission and replied to the student with feedback and recommendations. In addition, multiple choice questions from the mid-term exam addressed mission statement and objective questions on the exam.
BUS G153	cSLO 1	Spring 2016	Each student was required to complete a business plan in this course. Each week, each student was required to submit a portion of their business plan. In week three of the course, the students were to submit the mission statement and objectives portion of the business plan. The instructor reviewed each submission and replied to the student with feedback and recommendations. In addition, multiple choice questions from the mid-term exam addressed mission statement and objective questions on the exam.
BUS G153	cSLO 1	Fall 2016	Each student was required to complete a business plan in this course. Each week, each student was required to submit a portion of their business plan. In week three of the course, the students were to submit the mission statement and objectives portion of the business plan. The instructor reviewed each submission and replied to the student with feedback and recommendations. In addition, multiple choice questions from the mid-term exam addressed mission statement and objective questions on the exam.
BUS G153	cSLO 1	Spring 2017	Each student was required to complete a business plan in this course. Each week, each student was required to submit a portion of their business plan. In week three of the course, the students were to submit the mission statement and objectives portion of the business plan. The instructor reviewed each submission and replied to the student with feedback and

Course Name	cSLO	Semester Assessed	cSLO Data Evaluation
BUS G158	cSLO 3	Fall 2017	recommendations. In addition, multiple choice questions from the mid-term exam addressed mission statement and objective questions on the exam. The results were acceptable.

DATA PLANNING

Table 5. cSLOs assessed and corresponding Data Planning.

*Denotes historical cSLOs.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
BUS G100	cSLO 1	Fall 2016	I think additional in-class reinforcement of the terminology – maybe adding some building block style quizzes so the students see terms learned weeks earlier on the most recent tests.
BUS G100	cSLO 2	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	Fall 2016	In an on-campus face-to-face class "business" class, steps have to be taken to work within the personalities and experiences of the class. This particular group of students "jelled" from the beginning, regularly attended class, and shared openly in class discussions. Lesson plans in this type of participatory course were easy to carry out. Future plans and class structure will be dependent upon the cohesiveness of the individuals involved.
BUS G100	cSLO 2	Fall 2016	The publisher ancillary and assessment materials supporting course instruction are exceptional as evidenced by the high successful completion of the SLO. I plan to continue using the same text and ancillary materials for this course.
BUS G100	cSLO 2	Spring 2017	For SLO2, I do not plan on making changes at this time given the success of this project-oriented assignment that addresses the SLO.
BUS G100	cSLO 3	Fall 2016	No changes needed at this time on this SLO for this course. A different SLO will be used in next semester's course.
BUS G100	cSLO 3	Spring 2017	The instructional techniques and tools used in this course appear to be working well. However, with GWC being transitioned fully from Blackboard to Canvas and since I'm impressed with some of the additional features provided in Canvas, I plan on learning and using more of the features available through this new online learning system in upcoming semesters.
BUS G100	cSLO 3	Spring 2017	For this particular SLO, I do not believe changes need to be made to improve student learning as students appear to successfully achieve the objective of the SLO with more ease than other concepts in the course.
BUS G100	cSLO 3	Fall 2017	For SLO3, I do not plan on making changes at this time as I feel we address it in sufficient detail.
BUS G100	cSLO 4	Spring 2018	For SLO4, I do not plan on making changes at this time as I feel we address it in sufficient detail.
BUS G100	cSLO 4	Summer 2017	Course requirements did not change from previous semesters. What appears to have changed is the strict "no show" requirements set by the federal government which has eliminated up front those students who were enrolling in the course for financial purposes and not educational gain. Thus, the focus, in my opinion, has shifted from instructional emphasis to student participation which is leading to improved student success.
BUS G100	cSLO 5	Fall 2015	Greater class-time will be provided on the SLO5 topics in future classes.
BUS G100	cSLO 5	Fall 2015	Students appear to lack critical-thinking skills, I'm guessing because they are accustomed to being part of a computerized generation wherein information is readily available and process thinking is minimized. This exercise brought an awareness of the need for more activities that require critical-thinking

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			responses. Next semester, I will attempt to focus on presenting in-class activities to accomplish a critical-thinking objective.
BUS G100	cSLO 5	Fall 2015	In the past, I used LearnSmart as a method of extra credit for students and discovered that very few students took advantage of this excellent learning tool and grade-improvement opportunity. This semester, I changed these activities from extra credit to assigning points and requiring LearnSmart as part of our weekly assignments. Students' participation improved dramatically by requiring LearnSmart as graded assignments. I plan on continuing to require and grade LearnSmart assignments as part of each student's overall course grade.
BUS G100	cSLO 5	Fall 2017	Towards the end of a semester and especially after Thanksgiving, I notice a higher-than-normal absence rate. My goal is to address and attempt to improve absenteeism next semester as well as educate students on the many alternative options (e.g., withdrawal dates, Pass/Fail, retaking a course, seeking assistance, etc.) that are available to them should personal circumstances be preventing them from continuing with the course.
BUS G100	cSLO 5	Fall 2017	If students take responsibility for completing their assignments, there should be little reason for them not to succeed in this course. Any changes that need to take place rest with the responsibility level of each student and their personal commitment to the course and their studies. Those students who are committed to the course respond favorably and successfully to the way the course is designed and to the learning tools available to them. I have noticed that when SLO assessment covers chapters towards the end of the course, student participation is less.
BUS G100	cSLO 6	Spring 2016	No changes planned at this time.
BUS G100	cSLO 6	Spring 2016	I actually prefer, in an online class, to use objective versus subjective evaluation of SLOs, but since this SLO indicates to "explain" I gave a subjective assignment to assess instead. Consequently, I don't believe the results are accurate as it appeared obvious from the writings that students were getting their information from other sources undermining the validity of this semester's SLO assessment.
BUS G100	cSLO 6	Spring 2016	The challenge here, as I see it, is getting higher participation in online classes when assessing SLOs, especially those requiring subjective explanations. Including SLO assessments as part of a student's overall grade could be a motivational factor, but then it just further encourages students to provide book or Internet responses over personal understanding. I have been successful in the past using the data from weekly objective chapter assignments to assess SLOs and believe that this method in online courses provides not only a higher response rate but a more accurate assessment of the SLO. For online classes, objective SLO assessment and analysis appears to be a better approach.
BUS G100	cSLO 6	Spring 2016	I am preparing to teach this SLO in Fall 2016 by also including a guest-lecturer from an HR department. The students seemed to gain so much from the video where real-world experiences were discussed. So, if I can bring in an active HR professional for a lecture, class discussion and Q&A about this aspect of business, I think the students might gain an even deeper understanding of why it's vital to organizations.
BUS G101	cSLO 2	Fall 2017	No changes are planned at this time. The Discovery Canvas project was a success. After next year, I may update the SLOs for this course.
BUS G101	cSLO 3	Spring 2018	No changes are planned at this time.
BUS G108	cSLO 10	Fall 2015	Incorporate MindTap which is a new personalized program of digital products and services that engages students with interactivity while also providing

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			students with assignment in content, platform, devices, and digital learning tools. The MindTap program assembles all of students' course materials in one spot for easy access—their etextbook, homework solutions, quizzes, multimedia content, assets from Gale's research tools and library databases, and more
BUS G108	cSLO 10	Spring 2016	The methods used spend enough quality time and proves to be successful. No changes are contemplated at this time.
BUS G108	cSLO 10	Spring 2016	Continue use of MindTap program of digital products and services. Place less emphasis on numerical scores. Use greater emphasis on online case assignments of relevant issues on topics covered in syllabus.
BUS G108	cSLO 12	Spring 2017	Continue use of MindTap program and other digital products and services. Research & changes in both case and statutory law on the topics to update students. Use greater emphasis on online case assignments of relevant issues on topics covered in syllabus. Greater emphasis on problem solving methods and solutions.
BUS G108	cSLO 16	Spring 2018	Keep current with the federal and state appellate court cases impacting any change in our laws dealing with a broad application of business topics included in the class learning objectives. Report on legal digest on the same topics.
BUS G110	cSLO 4	Spring 2016	The methods used spend enough quality time and proves to be successful. No changes are contemplated at this time.
BUS G110	cSLO 5	Spring 2017	The methods used spend enough quality time and proves to be successful. I will attempt to improve upon the methods used to ensure a higher satisfactory completion rate.
BUS G121	cSLO 1	Spring 2016	Special attention, obviously, needs to be given to Chapter 8 as this chapter showed a significant drop in student understanding. I was surprised at the comments to my last survey question where I solicited student comments. Comments were very positive towards the way the class is structured; however, 50% of the respondents recommended practice quizzes on vocabulary provided there were extra-credit points given for taking these practice quizzes. My observations, not only in this class but most of my classes, is that students need to be paid to learn. If you don't reward them for completing work which helps them learn the material, they don't want to complete the assignment. A good example of this is that 1/3 of this class didn't take the survey despite my stressing the importance of SLOs and SLOAs in the Syllabus, in an e-mail, and in an online Announcement.
BUS G121	cSLO 2	Fall 2016	In the Comments section of the survey instrument, I received some exceptionally positive statements relative to the personal financial success and success potential of the students. Success rate (90%) is due, I believe, to the fact that the students can easily apply this practical knowledge to many areas of their and profession personal lives. In an online class, it's difficult to get 100% participation in online assignment completion. In-class activities receive a higher percentage of participation unless a student happens to be absent from class on the day the assignment was distributed. On-campus required testing would help with this problem.
BUS G121	cSLO 2	Spring 2017	The required Personal Financial Plan assignment adequately addresses SLO 2, however, I will evaluate how I can increase the percentage of students that submit the assignment. This assignment is 15% of the student's grade, however, this semester I had a larger percentage of students that did not participate so I will have to evaluate that.
BUS G121	cSLO 3	Spring 2017	Action Plans: I plan on continuing using LearnSmart in this course; however, it appears more emphasize needs to be placed on areas of course

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			requirements that seem to the student to be of low priority or significance. Since GWC will have transitioned fully from Blackboard to Canvas and since I'm impressed with some of the additional features provided in Canvas, I plan on learning and using more of the features available through this new online learning system to help achieve this goal.
BUS G121	cSLO 4	Fall 2015	Previously, I assigned LearnSmart activities as extra credit, and few students completed them. This semester I required and graded LearnSmart activities and was successful in student completion and apparent successful completion of the SLO. However, I was disappointed in the students' lack of commitment to complete my supplemental ungraded assignments – assignments that were designed to quantitatively apply the concepts learned to real-life situations. Next semester I will include these problems as graded assignments as it appears students are not motivated to learn unless they are rewarded with points to do so.
BUS G121	cSLO 4	Fall 2017	If students take responsibility for completing their assignments, there should be little reason for them not to succeed in this course. Any changes that need to take place rest with the responsibility level of each student and their personal commitment to the course and their studies. Those students who are committed to the course respond favorably and successfully to the way the course is designed and to the learning tools available to them. It doesn't appear to be student learning that needs improvement, it's motivation of the student to complete graded assignments.
BUS G121	cSLO 5	Fall 2015	No changes will be made given the amount of time dedicated to instruction of SLO #5 and the results obtained.
BUS G121	cSLO 6	Spring 2016	No changes will be made given the amount of time dedicated to instruction of SLO #6 and the results obtained.
BUS G130	cSLO 1	Spring 2016	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 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 1	Fall 2016	This semester students used a textbook which included business writing in today's global business world from basic writing to technical writing including Internet and Social Media. Students were given a written final project which included all aspects of writing for today's business. Most students enjoyed this assignment as they turned each part in weekly for review and feedback from the instructor. This was beneficial as each improved his/her writing prior to turning the final written project in.
BUS G130	cSLO 3	Fall 2015	A new SLO will be used to evaluate and assess students in the next semester's BUS G130 course.
BUS G139	cSLO 2	Spring 2017	I will implement more in-class assignments that will be due on the date they are completed in class. Notifying students ahead of time that they will be required to complete the assignment when they come to class will help those students who wait until the last minute to complete an assignment. These assignments in class will help those who wait until the last minute to complete assignments.
BUS G139	cSLO 6	Spring 2016	Although all students completed the assignment, I believe more opportunities to speak in front of the class can be established. This would offer chances for students to improve their speaking skills in front of an audience. Hence, the quality could be improved. Students are encouraged to do extra credit in

Course Name	cSLO	Semester Assessed	cSLO Data Planning
			front of the classroom on topics that pertain to business or their major. Few students took advantage of the extra credit points that could be earned. Instead of making those short presentations optional, they could become part of the oral presentation grade as a whole in order to help those students who might have anxiety regarding the 15- to 20- minute presentation assignment.
BUS G139	cSLO 6	Fall 2017	I will implement more in-class assignments and more collaboration with their fellow students. Notifying students ahead of time that they will be required to complete the assignment before they come to class will help those students who wait until the last minute to complete an assignment. I think dialoguing through the Discussion section of Canvas will also help. Students will be required to begin a dialogue through the Discussion module; thereby, they will have to share their opinions with others. Their comments will need to be grammatically correct.
BUS G139	cSLO 7	Fall 2016	I believe that student be instructed to observe more interviews in the workplace in order to evaluate their own skills. I think that when they view others being interviewed and evaluating what they see will help them to polish their own skills.
BUS G153	cSLO 1	Fall 2015	The SLO was successfully completed by 3 of the students which is a low success rate for this course and certainly much lower than previous semester with same requirements. Future opportunities for improvement of student learning may include giving the student 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. Lastly, this is a short eight week course, and completing a full business- plan may be intimidating to students for a short course. Although this was successful the previous semester, revising the course syllabus to reflect more percentage weighed in the plan development within assignments and less in the final business plan, may lead to further student success.
BUS G153	cSLO 1	Spring 2016	The SLO was successfully completed by 3 of the students which is a low success rate for this course. Future opportunities for improvement of student learning may include giving the student 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. Lastly, this is a short eight week course, and completing a full business- plan may be intimidating to students for a short course. After the previous semester, the syllabus was revised to give more percentage weight to other assignment and discussion percentages in the course, however, by changing the discussions around in the future to be more indicative of the business planning process, this may better peak students interests when seeing how other students complete these areas of the business plan.
BUS G153	cSLO 1	Fall 2016	The SLO was successfully completed by 9 of the students which is higher success rate than the previous semester. Students had the opportunity to share their work with other students for peer feedback which students appreciated. Future opportunities for improvement of student learning may include giving the student opportunity to resubmit the mission statement after feedback prior to final completion of business plan. Lastly, this is a short eight week course, and completing a full business- plan may be intimidating to students for a short course. After the previous semester, additional opportunities for learning were put in place which should success. Consideration for future learning may include a different adaptable book and continue on track as this semester.

Course Name	cSLO	Semester Assessed	cSLO Data Planning
BUS G153	cSLO 1	Spring 2017	<p>The SLO was successfully completed by 1 of the students which is less successful than prior semester. Students had the opportunity to share their work with other students for peer feedback which students appreciated. Future opportunities for improvement of student learning may include giving the student opportunity to resubmit the mission statement after feedback prior to final completion of business plan. Lastly, this is a short eight-week course, and completing a full business- plan may be intimidating to students for a short course. Although students worked towards their final plan each week, there is a lot of writing of the plan in this course which can be intimidating to some students. The instructor should consider revising this course to break up the plan and offer additional learning tools and options as an alternative to the full written plan.</p>
BUS G158	cSLO 3	Fall 2017	<p>Based on the results, no modifications to SLO2 and the associated assessment are planned at this time.</p>