

## Program Outcomes and Assessment Report

<b>Department: Business &amp; Economics</b>	<b>Degree or certificate title</b> Associate of Science Degree for Transfer in Business Administration AS-T Degree		<b>Contact:</b> Linda Chi <a href="mailto:xchi@peralta.edu">xchi@peralta.edu</a> Kim Glosson <a href="mailto:kglosson@peralta.edu">kglosson@peralta.edu</a>		<b>Date:</b> Dec.20, 2016			
<b>Program SLOs</b>	<b>ILO</b>	<b>Which courses and assignments address each program SLO?</b>	<b>Assessment Methods</b>	<b>Criteria for successful performance</b>	<b>Assessment Results: performance data, % students met criteria</b>	<b>Reflection on Assessment Results</b>	<b>Use of results/Action Plan</b>	<b>Status Report</b>
1. Analyze a business situation and recommend a solution or plan for improvement, applying legal and ethical principles in business decision making.	2	Bus.10 SLO#3: Apply course content to understand, analyze and form opinions about current issues in the business and the economy.  Bus. 1B SLO#1: Analyze cost behavior and how it affects managerial decisions.	Bus.10 SLO#3: Students will be assigned to participate in discussion forum, which there are several questions available to apply their understanding of theory, to analyze the current events or facts in issues of business and economy, then to form their opinions with supporting research link in their initial post.  Bus. 1B SLO#1: Students will be given an exam case. Based on that information, students will classify cost items into functions and	Bus.10 SLO#3: Grading rubric will be available to evaluate the initial posts to earn 100%. The initial post should include but not limited to selecting related content and term to analyze the events and issues and form their opinion with at least one supporting research link. More than 70% of total participants will receive 80% or higher grade point for their initial posts.  Bus. 1B SLO#1: The expectation is 75% of participants will complete the assignment with 100%	Bus.10 SLO#3: Total of 23 students participated in this assessment, and average score was 94%. 100% percentage of students successfully met the standards for this SLO.  Bus. 1B SLO#1: 49 Students took the assessment and they got 374 points over total 490 points which indicated average 76.33% of students answer the questions correctly. Target performance were met.	Based on students increased knowledge and understanding of subject matter, objective was met and exceeded.	Continue to assign more practical cases, discussion forum in encourage students to apply principles that they've learned from the course to make a better business decision.	Continue with real-life or current business scenarios to develop analytical skills necessary to make effective decisions.

<p>2. Obtain information related to the profession using traditional and electronic sources. Synthesize the information into a business report.</p>	<p>3</p>	<p>Bus. 2 SLO#1: Define the role of business law and its place in the field of business.</p> <p>Econ.1 SLO#1: Compare and analyze the core theories of economics, using the basic economic vocabulary and the standard tools of economic analysis.</p>	<p>behaviors.</p> <p>Bus. 2 SLO#1: Students will be given case study to analyze business law situations and define the role of business law. Based on that information, students need to determine the various roles in the field of business which business law apply.</p> <p>Econ.1 SLO#1: Through exam questions, students are expected to know the theory of the consumption and saving, etc.</p>	<p>Bus. 2 SLO#1: 75% of students will be able to effectively define the role of business law in the field of business. The simulation case will be worth 10 points total.</p> <p>Econ.1 SLO#1: The expectation for this assessment is that at least 80% of the class will be able to calculate the amount of consumption as well as deduced the amount of savings from either a given level of disposable income or when income varies</p>	<p>Bus. 2 SLO#1: 50 Students took the assessment and they got 376 points over total 500 points which indicated 75.12% of students answer the questions correctly. Target performance were met.</p> <p>Econ.1 SLO#1: A total of 33 students answered these questions of which 29 students on average got the correct answers. Approximately, 87.8% of the students on average successfully met the standards for this SLO.</p>	<p>Students are doing an excellent job, target exceeded.</p>	<p>Students clearly demonstrated skills in critically evaluating and synthesizing certain types of data.</p>	<p>Continue to encourage student to apply acquired knowledge in their field of study.</p>
<p>3. Analyze data and prepare common business and personal financial reports.</p>	<p>2 &amp; 5</p>	<p>Bus. 1A SLO#2: Prepare financial statements including the income statement, balance sheet, and statement of retained earnings.</p> <p>Bus. 1B SLO#3: Preparation and analysis of a business decision using break-even analysis and Cost-Volume-Profit Analysis.</p>	<p>Bus. 1A SLO#2: Students will be given an exam case with the account balance for a company. Based on that information, students need to prepare balance sheet, income statement and statement of retained earnings.</p> <p>Bus. 1B SLO#3: Class assignments in which students will be given a business case study for a company.</p>	<p>Bus. 1A SLO#2: The expectation is that 75% of the participants will complete the assignment with 100%.</p> <p>Bus. 1B SLO#3: 80% of the students should be able to complete the calculations needed for each option and perform an analysis that shows the best option.</p>	<p>Bus. 1A SLO#2: 44 Students took the assessment test. 27 students obtained 100% with no errors, 5 students with 90%, 6 students with 80%, 1 students with 70%, 1 students with 60%, 4 students performed below 59%. Average assessment performance was 85.91%.</p> <p>Bus. 1B SLO#3: 45 students participated in this assessment. The average total percentage was 87%. Most students were able to identify cost between fixed and variable; as well, as calculating break-even point.</p>	<p>The results were good on the straightforward problems. These indicate that dimensional analysis and problem solving skills need to be emphasized and integrated throughout the semesters.</p>	<p>Continue to work on developing students' critical thinking and problem solving skills to enhance professional development and ways to identify effective solutions.</p>	<p>Continue to stress the importance of data analysis in presentation and written communication of financial reports.</p>

<p>4. Analyze impact of globalization on culture, politics, and economics.</p>	<p>4</p>	<p>Bus. 2 SLO#3: Distinguish the similarity and differences between sole proprietorships, partnerships, corporations, and LLC forms of business organizations structures.</p> <p>Econ.1 SLO#3: Differentiate between fiscal and monetary policy and analyze their applications to our daily lives.</p>	<p>Bus. 2 SLO#3: The Assessment Measure technique was a Quiz designed to determine how well the students perform on a series of multiple choice and true/false questions concerning various subject matters.</p> <p>Econ.1 SLO#3 Students were given multiple choice questions to see if they could identify the tools of fiscal policy as well as determine when it is appropriate to implement either an expansionary or contractionary fiscal or monetary policy.</p>	<p>Bus. 2 SLO#3: The expectation is that 70% of the participants will complete the assignment.</p> <p>Econ.1 SLO#3 The expectation for this assessment was that at least 80% of the class will be able to identify the tools of fiscal and monetary policy and how changes in these tools can affect U.S. currency.</p>	<p>Bus. 2 SLO#3: Applying that standard to the SLO measure of knowledge of various business entities, it was anticipated that 80% of the students tested would get 70% of questions 15 through 22 correct.</p> <p>Econ.1 SLO#3 33 students took the exam and answered all the questions of which 32.7 students on average got the correct answers to the questions and 4.3 students got the answers incorrectly. The results demonstrate that 87% of the students have a good understanding of the theory and policies with regards to fiscal and monetary policy and how to apply these policies to practical macroeconomics contexts.</p>	<p>Overall, students exceeded target expectations and did extremely well on the assessments.</p>	<p>Continue to assign students more practical exercises or activities including partnering students working in a field that is closely related to Economics, culture, politics, etc.</p>	<p>Continue to encourage students to embrace the value of community engagement and global awareness.</p>
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