

## Course Outcomes Guide

**Directions:** Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

**Course/Program Title:** BUS-104 The Legal Environment of Business

**Date:** 1/25/12

**Course/Program Team:** Loretta Thornhill

### **Expected Learning Outcomes:**

1. Demonstrate knowledge of terms and facts of this subject  
(These include knowledge of the institutions, regulations and laws that affect business activity. Topics include torts, contracts, agency and sales, product liability and consumer law, anti-trust and securities regulation, labor and employment law.)
2. Apply basic knowledge to new situations
3. Solve problems
4. Communicate solutions
5. Demonstrate professional and ethical behavior

### **Assessment** (How do or will students demonstrate achievement of each outcome?)

Students demonstrate achievement of the outcomes through quizzes and exams. In addition, the outcomes are assessed through a semester-long team project which requires researching pertinent information, writing and presenting the results. This project also is designed to emphasize and promote professional attitudes and behaviors as it requires independent work, group work, meeting deadlines, cooperative learning and other workplace behaviors. Outcomes are also assessed through class discussions and class projects.

### **Validation** (What methods have you used or will you use to validate your assessment?)

Multiple evaluations are used in order to assign grades for the semester-long project. Students evaluate their own performance; there group is a group evaluation as to meeting of goals and success of the group collectively and individually; the class evaluates the project and the presentation; the instructor's evaluation of the written portion as well as the oral presentation is also included. The project is therefore assessed on multiple levels and all evaluations are factored in the final grade for the project.

To validate exams I plan to use key terms and review questions/problems from the end of the chapters as a percentage of the test questions (approximately 1/3).

**Results** (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?) The data from quizzes and tests indicates that students need delivery of material in multiple ways such as lecture, assignments, group discussions and posting of notes on-line.

The data from the group project shows that students need additional writing experience and practice. It also shows that they need more opportunities to give presentations.

The data from the group project also shows that many students are weak in the area of work ethic which includes establishing and meeting deadlines, communicating effectively, problem-solving in a group and working as part of a team. One of the biggest areas of concern is student attendance so I continue to stress the importance of showing up.

**Follow-up** (How have you used or how will you use the data to improve student learning?)  
As to the delivery of material, I have made increasing use of on-line resources to supplement readings and lecture.

As to the group project, I give more instructions, more time to work in class, require submission of rough drafts for my review and generally, get more involved with the groups to ensure they are on task.

As to work ethic, I make attendance and timeliness part of the grade. I also stress workplace behaviors by allowing the students to evaluate one another in the group project.

**Budget Justification** (What resources are necessary to improve student learning?)  
No resources are required which are out of the ordinary. We use the textbook for reading, the chalkboard for lecture and Moodle for postings of chapter notes and other communication.