

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: BUS101 – Introduction to Business Organization and Management
Date: Fall, 2013

Course/Program Team: Jim Pierne

Expected Learning Outcomes:

1. Use basic business terminology
2. Understand the role of business and capitalism in the economy
3. Understand the various types of decisions faced by business managers
4. Describe current issues in business and use course concepts to analyze them
5. Describe the different structures of business organization
6. Discuss ethical implications of business policy

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

Students demonstrate achievement of the outcomes through quizzes and exams. In addition, students are asked to complete three projects, two which are individual projects and one which is a group project. These projects involve putting into practice many of the concepts presented in the class.

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

Validation will occur through tracking the results to specific questions that are tied to the expected learning outcomes from tests given in class. The selected questions will be incorporated into all tests administered for this course so that the results can be appropriately gathered to measure student performance. In addition, it is assumed that the publisher validates these questions and tests them for reliability.

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

This data can be used to determine whether the students are achieving the expected levels of understanding relative to the learning outcomes established for the course. The collection of the data is expected to begin in the Spring Semester, 2013.

Follow-up (How have you used or how will you use the data to improve student learning?)

Based upon the data, we will make the appropriate adjustments to the materials presented in the class to ensure student understanding. We will also utilize more web-based demonstrations of text content to help the student learning process.

Budget Justification (What resources are necessary to improve student learning?)

None at this time as the enhanced use of web-based materials and demonstrations are already available from Pearson.

INTRODUCTION TO BUSINESS ASSESSMENT RESULTS - SPRING 2013					
OUTCOME #1: USE BASIC BUSINESS TERMINOLOGY					
		BUS 101-01 (25)	BUS 101-02 (18)	BUS 101-03 (21)	() denotes # of students
Exam #1	Question #1	96%	94%	89%	
Exam #1	Question #2	38%	67%	33%	
Exam #2	Question #1	85%	78%	48%	
Exam #2	Question #2	70%	56%	81%	
Exam #3	Question #19	87%	82%	95%	
OUTCOME #2: UNDERSTAND THE ROLE OF BUSINESS AND CAPITALISM IN THE ECONOMY					
		BUS 101-01 (25)	BUS 101-02 (18)	BUS 101-03 (21)	
Discussion Board #3:	Small Business and Capitalism	8.29/10.00	9.30/10.00	9.33/10.00	
Exam #2	Question #5	50%	50%	38%	
Exam #2	Question #6	75%	72%	71%	
Exam #2	Questions #7	85%	61%	86%	
Exam #2	Question #10	55%	56%	43%	
Exam #2	Question #32	45%	72%	43%	
OUTCOME #3: UNDERSTAND THE VARIOUS TYPES OF DECISION FACED BY BUSINESS MANAGERS					
		BUS 101-01 (25)	BUS 101-02 (18)	BUS 101-03 (21)	
Discussion Board #4:	Local Business Owner Interview	8.26/10.00	9.00/10.00	9.30/10.00	
Exam #1	Question #4	88%	94%	100%	
Exam #1	Question #5	88%	88%	94%	
Exam #2	Question #3	95%	89%	81%	
Exam #3	Question #25	71%	88%	90%	
Exam #3	Question #26	57%	71%	70%	
OUTCOME #4: DESCRIBE CURRENT ISSUES IN BUSINESS AND USE COURSE CONCEPTS TO ANALYZE THEM					
		BUS 101-01 (25)	BUS 101-02 (18)	BUS 101-03 (21)	
Exam #1	Question 33	21%	6%	22%	
Exam #1	Question 35	67%	72%	61%	
Exam #2	Question 48	90%	100%	95%	
Exam #3	Question 38	35%	59%	40%	
Exam #3	Question 40	57%	53%	50%	
OUTCOME #5: DESCRIBE THE DIFFERENT STRUCTURES OF BUSINESS ORGANIZATION					
		BUS 101-01 (25)	BUS 101-02 (18)	BUS 101-03 (21)	
Exam #1	Question #7	83%	89%	72%	
Exam #1	Question #8	67%	83%	83%	
Exam #1	Question #41	92%	100%	100%	
Exam #1	Question #43	38%	33%	39%	
Exam #1	Question #45	33%	44%	22%	
OUTCOME #6: DISCUSS ETHICAL IMPLICATIONS OF BUSINESS POLICY					
		BUS 101-01 (25)	BUS 101-02 (18)	BUS 101-03 (21)	
Discussion Board #1:	Define Ethics	5.96/10.00	7.86/10.00	7.92/10.00	
Discussion Board #2:	Ethical Behavior	5.27/10.00	8.05/10.00	7.16/10.00	
BUSINESS PLAN PROJECT: CAPSTONE PROJECT THAT COVERS ALL SIX COURSE OUTCOMES					
		BUS 101-01 (25)	BUS 101-02 (18)	BUS 101-03 (21)	
Part I (20 points)	Part II (20 points)	Part III (20 points)	Parts IV and V (40 points)	Total Project (100 points)	
15.58/20.00	15.83/20.00	16.76/20.00	30.30/40.00	70.67/100.00	
		BUS 101-02 (18)			
Part I (20 points)	Part II (20 points)	Part III (20 points)	Parts IV and V (40 points)	Total Project (100 points)	
16.37/20.00	17.44/20.00	17.89/20.00	31.22/40.00	79.42/100.00	
		BUS 101-03 (21)			
Part I (20 points)	Part II (20 points)	Part III (20 points)	Parts IV and V (40 points)	Total Project (100 points)	
17.00/20.00	16.70/20.00	18.05/20.00	33.05/40.00	76.32/100.00	

INTRODUCTION TO BUSINESS SLOA SUMMARY – SPRING 2013 EVALUATION

In the Introduction to Business and Management (BUS 101) Course, there are six outcomes against which student performance is measured. During the Spring 2013 semester, data has been collected on the performance of the six outcomes from a population of 64 students from three sections, two face-to-face and one online.

Outcome #1 measures “Use of Basic Business Terminology.” Five questions were used to evaluate the student performance. The question involving business structure was answered correctly 93%. The question involving branding was answered correctly 88%. There are three specific concepts that will need more emphasis as a result of the performance—factors of production, concepts involving human resources, and discussion about various management skills. Students answered the question correctly in these three areas 46%, 70%, and 69% respectively. The overall conclusion that I reach from this is that I will need to spend more time consistently reviewing key business terminology and making certain that students understand the concepts presented.

Outcome #2 measures “Understand the role of business and capitalism in the economy.” The evaluation here was completed through the use of one Discussion Board and five exam questions. The results from the Discussion Board which asked students to discuss the importance that small business has in the economy scored 8.97 out of 10 points. This was a good performance. In terms of the five exam questions results ranged from 51% of the students answering correctly to a high of 77%. Therefore the overall performance on the questions was not very strong. Most of the questions focused on the importance of time management, business planning, and management responsibilities and the impacts that this has on business and the economy. It is clear that more time will need to be spent in explaining various management and business planning concepts and the relationships between the economy and business performance to improve student performance. I plan to address this by using more simulations and examples to explain these concepts more clearly to the students.

Outcome #3 measures “Understand the various types of decisions faced by business managers.” The performance on this outcome was measured by use of a Discussion Board which involved interviewing a local manager and discussing

the impacts of the most recent recession on their business. The overall results from this Discussion Board were an average of 8.85 out of 10 points which is a strong performance. In terms of the five evaluation questions, scores ranges from an average of 66% to a high of 94%. The results on four of the five questions were strong ranging from 83% to 94%. The weak performance of 66% involved a marketing concept. While the overall student performance on this outcome is strong, it will be necessary to spend greater time in ensuring that marketing concepts involving building brand awareness are emphasized. In the class, I have the students work in groups to develop a marketing plan to introduce a new or existing product to the marketplace. It will be necessary to emphasize the concepts related to advertising and building brand awareness to improve performance in this area.

Outcome #4 measures “Describe current issues in business and use course concepts to analyze them.” Student performance on the five questions was not very strong. Scores ranged from 16% to 95% in terms of performance on questions that were used to measure student performance. The students scored 95% on a question involving quality management concepts. The remaining four questions involved concepts involving globalization, dollar valuation, budgets, and cash flows. The students scored 16%, 67%, 45%, and 53% respectively on these four questions. Clearly, there is a need on my part to spend greater time on a discussion of business issues, relating them to business performance, and helping the students to understand the concepts presented in the course to better analyze these issues. I think this can be accomplished through the use of more examples, simulations, and exercises that are geared at making the connection between business issues and course concepts stronger.

Outcome #5: Describe the different structures of business organization.” This outcome was measured using five questions. The results ranged from a low of 33% to a high of 97%. Student performance was strong relative to understanding business structures (81%, 78%, and 97%), however, students clearly did not get the concepts involved with limited liability, and with the business organization structure involving cooperatives. Therefore, I will need to spend time making certain that the students understand the differences in liability of the various types of business structures as well as spend more time on an understanding of cooperatives. This will involve using more examples as provided in the text and

perhaps some better videos which illustrate the impacts of liability in different business structures and also explain cooperatives more effectively.

Outcome #6 measures “Discuss ethical implications of business policy.” This outcome was measured using two Discussion Boards—one asking students to define ethics and the relationship between personal and business ethics and one asking the students to research an unethical business practice and answer questions related to the situation. The overall results on the first Discussion Board were 7.25 out of 10 points and on the second Discussion Board 6.82 out of 10 points. Clearly, there is a need on my part to focus more attention on the entire issue of ethics both from the point of view of the relationship between personal and business ethics and on understanding the impacts of ethics practices on business performance. I will spend more time focusing on the definition of ethics, the relationship between personal and business ethics, and use many more examples to illustrate the importance of this topic in current business practices.

The Business Plan Project requires the students to complete a comprehensive business plan which includes (1) an executive summary, (2) an introduction which includes the business name, a description of the business, form of business ownership, description of the customer base, and a discussion of the company advantages, (3) a discussion of the company and the management team including the company mission statement, a description of any ethical issues, social responsibility discussion, an industry description, discussion of opportunities and threats, a discussion of the company profile, strategies, challenges and threats, discussion of the management team and an organization chart, (4) a section devoted to Marketing that includes a market share analysis, an assessment of the competition, a discussion of the product or service the company will offer, features and benefits, product differentiation, pricing, distribution and advertising and promotion, and (5) a financial section to include a balance sheet and income statement covering the first year of operation and a discussion of the startup costs, and any financing arrangements. This project is required of all students in both face-to-face classes and online classes. The grading of the project is as follows:

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| a. Introduction | 20 points |
| b. The Company and the Management team | 20 points |
| c. Marketing | 20 points |

d. Financials, Executive Summary, Finishing Touches 40 points

The results for the 64 students on each section of the Business Plan Project were as follows:

a. Introduction	16.31/20.00
b. The Company and the Management Team	16.65/20.00
c. Marketing	17.56/20.00
d. Financials, Executive Summary, Finishing Touches	31.69/40.00

Overall the student performance on sections a, b, and c was very consistent. Section d was clearly the weakest performance on the part of the students. The weakest section was clearly the financials. Some of this is attributable to the fact that many of the students have not had any accounting classes. The other factor here in student performance is that the majority of this project is completed in the last 8 weeks of the course as most of the material is covered at that time. In order to improve student performance it is my plan to introduce many of the concepts sooner in the semester and to spend more time in class reviewing the requirements for each section of the Business Plan Project. I think this will help performance overall. Finally, I plan to encourage students to utilize my office hours to come in and discuss any areas of the project where they may be having difficulty. The overall average of the 64 students was 76.14 points out of 100 points. My goal would be to see if we can improve overall performance on the Business Plan Project to above 80 points out of 100.