

## Course Outcomes Guide

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

**Date:** August 2014

**Course/Program Team:** Loretta Thornhill

### Student Learning Outcomes:

1. Demonstrate knowledge of terms and facts of this subject
2. Apply basic knowledge to new situations
3. Solve problems
4. Communicate solutions
5. Demonstrate professional and ethical behavior

### Assessment:

1. Students demonstrate achievement of the outcomes 1-5 through quizzes and exams.
2. Students demonstrate achievement of the outcomes 1-5 through a semester long group project which includes a written and an oral element as well as a professionalism element (working with a group, setting goals, evaluating results, communicating with others).

### DATA from Fall 2014 assessment BUS 104 T-Th at 10 am:

	Element 1 (see learning outcome 1 above)	Element 2	Element 3	Element 4	Element 5
# of students with 5 (the maximum) points	13	11	7	1	11
# of students with 4	5	5	4	5	3
# of students with 3	2	4	4	6	
# of students with 2			4	7	3
# of students with 1			1	1	4

Results: This data shows the following:

\*Students did well overall in researching their topics

\*students struggled to put their findings in a proper format (citing sources, quotations, punctuation)

- \*Students struggle with writing skills (sentence fragments, run-on sentences, subject-verb agreement)
- \*Students fail to effectively communicate with one another to meet goals, collectively address problems, and produce a unified product
- \*Students show a lack of professionalism by missing deadlines, not communicating, not preparing a polished final paper or a polished group presentation, and not completing required evaluations

Follow up:

\*For a couple of semesters I have been collecting a rough draft at midterm and allowing the students to fix any problems without a reduction in their grade. This is beneficial to many students but not all students make the effort to make the corrections. This is a good practice to continue with additional emphasis on making corrections.

\*I tell the students about workshops offered by the LSC as well as the opportunity for tutoring there. Few take advantage of this. I will continue to mention the LSC as a valuable resource and encourage the students to go there.

\*It is very important to the students that they have the chance to speak in a public setting since so many of them find this so intimidating.

\*Last semester I had the most students who failed to complete the required evaluations. Although I showed them the evaluations and talked about them multiple times a few seemed totally unaware of the evaluations. Perhaps a more severe penalty for failure to complete them.

DATA from Fall 2013 assessment:

	Element 1 (see learning outcome 1 above)	Element 2	Element 3	Element 4	Element 5
# of students with 5 (the maximum) points	8	5	5	2	6
# of students with 4	4	6	2	5	1
# of students with 3	1	2	5	6	6

**Validation:** approximately 35% of test questions come from chapter review questions/terminology lists in the textbook.

**Results:** Learning outcomes assessments indicate the following:  
 Students need to focus on writing skills including grammar and punctuation  
 Students need to focus on proofreading skills

Students need to improve on research and citation skills  
Students need to improve in study skills  
Students need additional public speaking experiences  
Students need to improve in time management and organizational skills  
Students need to improve in team efforts

**Follow up:** More emphasis will be placed on the importance of professional communication, both written and oral. If indicated, students are referred to the Learning Success Center for additional assistance with grammar, punctuation, citing and proofreading skills.

Emphasis will be added on the need to be part of the team to produce a successful group project including doing successful research, meeting time lines, being organized,

In Spring 2014, a new assessment will be added to this course: a research project where the student will be required to do research on a course-related topic, submit an outline of their material with an appropriate works cited page, and do a short presentation to the class.