

2015-2016 Review For: ACCTG,BUS,ECON,FINANCE,MARKET,MGMT Combined (Completed)

Export Report

2015-2016 Business / Law Budget Information

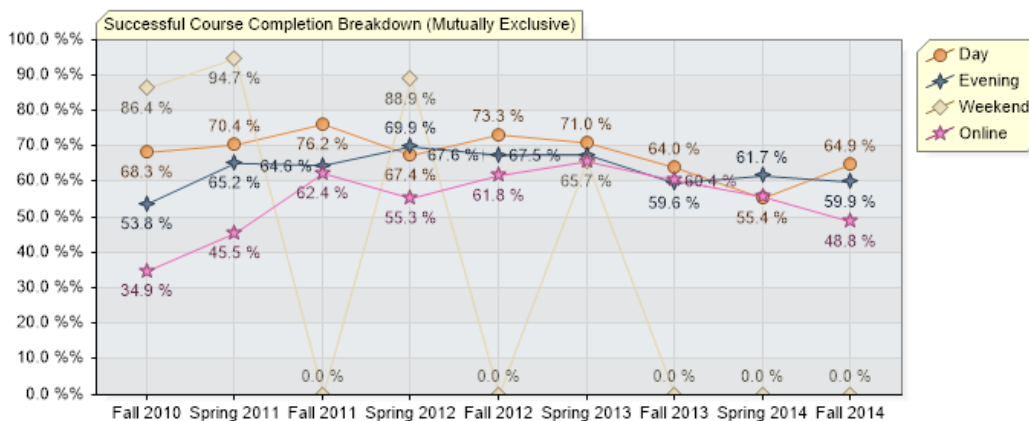
- Menu
- Description of System
- Annual Unit Update
  - Response to Recs.
  - Objectives & Resources
- Access
- Enrollment
- Student Success
  - Succ. Course Completion
  - Awards (Deg. & Cert.)
- Learning & Teaching
  - SLO/Assessment Update
  - Advisory Board
- Fiscal Responsibility
  - FTES
  - FTEF (Reg,Hourly,Tot)
  - Enrollment Per Section
- Effective Use of Technology
- Curriculum Status
- Dept/Disc/Unit Goals
- Annual Planning Evaluation
- Challenges & Opportunities
- Supplemental Files
- Feedback
- Submit / Finalize

Student Success - Successful Course Completion

- To see success and retention rates at the course level, click the following link: <http://academic.lamission.edu/reports/gradedistribution/> and select the relevant years, terms, and discipline and check "Report by Course" below the list of disciplines, then click "View Report"
- LACCD District-wide Success & Retention Rates by Discipline, Fall 14'

Data Description

**Correction warning:** Write permissions are required on the defined temp directory for the chart image file to be created. To enable you to view the chart this has defaulted to streaming which has a high performance cost over the file based system. Please resolve your permissions issue for this warning to be removed. For more information, please see this kb: <http://dotnetcharting.com/kb/article.aspx?id=10018>



College Institution-Set Standards

- Successful Course Completion Rate: 64%
- Course Retention Rate: 85%

Student Success Totals

Year/Semester	Day	Evening	Weekend	Online	Total	% Change in Total	College Avg.
Fall 2010	68.3%	53.8%	86.4%	34.9%	58.0%	0.0%	67.5%
Spring 2011	70.4%	65.2%	94.7%	45.5%	64.3%	10.8%	68.3%
Fall 2011	76.2%	64.6%	0.0%	62.4%	68.1%	5.9%	69.1%
Spring 2012	67.4%	69.9%	88.9%	55.3%	67.1%	-1.4%	69.5%
Fall 2012	73.3%	67.5%	0.0%	61.8%	68.8%	2.4%	69.3%
Spring 2013	71.0%	67.6%	65.7%	65.7%	69.1%	0.5%	69.2%
Fall 2013	64.0%	59.6%	0.0%	60.4%	61.5%	-11.1%	66.7%
Spring 2014	55.4%	61.7%	0.0%	55.8%	57.5%	-6.4%	64.8%
Fall 2014	64.9%	59.9%	0.0%	48.8%	60.7%	5.6%	64.9%

Student Retention Totals

Year/Semester	Day	Evening	Weekend	Online	Total	% Change in Total	College Avg.
Fall 2010	87.1%	83.9%	95.5%	92.7%	87.1%	0.0%	87.2%
Spring 2011	83.3%	81.9%	100.0%	67.0%	80.2%	-7.9%	87.0%
Fall 2011	92.4%	87.9%	0.0%	88.1%	89.4%	11.5%	88.0%
Spring 2012	93.4%	81.1%	92.6%	89.3%	88.9%	-0.6%	87.9%
Fall 2012	89.0%	87.2%	0.0%	88.6%	88.2%	-0.8%	87.8%
Spring 2013	89.6%	90.8%	97.1%	89.5%	90.2%	2.3%	87.3%
Fall 2013	84.9%	79.8%	0.0%	84.0%	82.4%	-8.7%	85.2%
Spring 2014	83.3%	82.1%	0.0%	90.4%	83.9%	1.8%	83.9%
Fall 2014	84.9%	84.9%	0.0%	84.1%	84.9%	1.1%	85.3%

Student Success/Retention by Ethnicity

Yr/Sem	Asian/Pacific Islander	African American	Hispanic	White	American Indian	Other
Fall 2010	S:75.4 % R:92.3 %	S:37.9 % R:94.8 %	S:60.3 % R:85.1 %	S:53.9 % R:84.3 %	S:75.0 % R:100.0 %	S:48.0 % R:92.0 %
	S:63.4 %	S:54.3 %	S:64.7 %	S:65.4 %	S:33.3 %	S:71.1 %

Spring 2011	R:88.7 %	R:68.6 %	R:79.9 %	R:80.2 %	R:100.0 %	R:76.3 %
Fall 2011	S:71.4 % R:92.9 %	S:51.5 % R:81.8 %	S:67.5 % R:88.5 %	S:74.6 % R:92.5 %	S:100.0 % R:100.0 %	S:71.8 % R:94.9 %
Spring 2012	S:78.8 % R:95.5 %	S:40.8 % R:89.8 %	S:65.8 % R:87.5 %	S:78.3 % R:91.6 %	S:80.0 % R:100.0 %	S:68.6 % R:82.9 %
Fall 2012	S:71.0 % R:94.6 %	S:63.6 % R:87.9 %	S:67.9 % R:87.7 %	S:73.6 % R:85.1 %	S:100.0 % R:100.0 %	S:63.6 % R:81.8 %
Spring 2013	S:78.4 % R:96.6 %	S:45.7 % R:91.4 %	S:68.2 % R:88.6 %	S:75.3 % R:92.1 %	S:0.0 % R:0.0 %	S:63.6 % R:90.9 %
Fall 2013	S:54.7 % R:77.4 %	S:55.6 % R:96.3 %	S:60.9 % R:82.2 %	S:68.8 % R:81.3 %	S:0.0 % R:0.0 %	S:66.7 % R:84.6 %
Spring 2014	S:63.5 % R:85.7 %	S:47.6 % R:90.5 %	S:54.8 % R:81.9 %	S:67.8 % R:87.4 %	S:50.0 % R:66.7 %	S:71.1 % R:94.7 %
Fall 2014	S:70.8 % R:83.3 %	S:27.6 % R:82.8 %	S:61.1 % R:83.5 %	S:73.9 % R:93.2 %	S:50.0 % R:100.0 %	S:37.8 % R:86.5 %

### Student Success/Retention by Age

Yr/Sem	Under 20	20 to 24	25 to 34	35 to 54	55 And Over	Unknown
Fall 2010	S:58.7 % R:83.9 %	S:56.3 % R:86.3 %	S:59.6 % R:88.4 %	S:58.5 % R:92.6 %	S:64.3 % R:85.7 %	S:0.0 % R:0.0 %
Spring 2011	S:63.3 % R:83.5 %	S:59.4 % R:77.8 %	S:69.0 % R:81.7 %	S:69.9 % R:80.6 %	S:81.8 % R:81.8 %	S:0.0 % R:0.0 %
Fall 2011	S:72.1 % R:93.4 %	S:64.6 % R:84.3 %	S:70.0 % R:94.6 %	S:69.0 % R:94.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %
Spring 2012	S:56.8 % R:88.0 %	S:67.8 % R:89.4 %	S:70.1 % R:88.9 %	S:76.3 % R:87.5 %	S:71.4 % R:100.0 %	S:0.0 % R:0.0 %
Fall 2012	S:68.9 % R:91.0 %	S:66.5 % R:88.3 %	S:75.5 % R:88.8 %	S:68.6 % R:83.7 %	S:42.9 % R:71.4 %	S:0.0 % R:0.0 %
Spring 2013	S:66.9 % R:90.6 %	S:69.3 % R:91.5 %	S:68.3 % R:87.1 %	S:71.6 % R:88.9 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %
Fall 2013	S:56.3 % R:89.6 %	S:59.5 % R:79.2 %	S:66.1 % R:81.1 %	S:72.5 % R:87.5 %	S:55.6 % R:77.8 %	S:0.0 % R:0.0 %
Spring 2014	S:52.5 % R:81.6 %	S:55.4 % R:81.2 %	S:64.0 % R:87.5 %	S:60.3 % R:94.1 %	S:82.4 % R:94.1 %	S:0.0 % R:0.0 %
Fall 2014	S:50.0 % R:81.0 %	S:58.4 % R:84.4 %	S:67.5 % R:83.1 %	S:69.9 % R:94.0 %	S:88.9 % R:100.0 %	S:0.0 % R:0.0 %

### Student Success by Gender

Yr/Sem	Male	Female
Fall 2010	S:55.9 % R:88.2 %	S:60.2 % R:85.9 %
Spring 2011	S:62.3 % R:81.0 %	S:66.6 % R:79.3 %
Fall 2011	S:66.6 % R:89.6 %	S:69.7 % R:89.2 %
Spring 2012	S:63.6 % R:89.4 %	S:70.9 % R:88.3 %
Fall 2012	S:69.3 % R:91.1 %	S:68.1 % R:84.5 %
Spring 2013	S:69.4 % R:90.6 %	S:68.8 % R:89.7 %
Fall 2013	S:64.6 % R:84.3 %	S:57.9 % R:80.3 %
Spring 2014	S:58.4 % R:85.6 %	S:56.6 % R:82.2 %
Fall 2014	S:63.2 % R:86.4 %	S:58.1 % R:83.2 %

### Student Success/Retention by Primary Language

Yr/Sem	English	Armenian	Chinese	Farsi	Filipino	Japanese	Korean	Russian	Spanish	Vietnamese	Other	Unknown
Fall 2010	S:54.3 % R:86.6 %	S:88.9 % R:100.0 %	S:66.7 % R:66.7 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:66.7 % R:100.0 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:68.4 % R:85.5 %	S:100.0 % R:100.0 %	S:61.8 % R:91.2 %	S:100.0 % R:100.0 %
Spring 2011	S:62.3 % R:78.1 %	S:81.3 % R:93.8 %	S:100.0 % R:100.0 %	S:66.7 % R:83.3 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:75.3 % R:85.7 %	S:100.0 % R:100.0 %	S:42.1 % R:78.9 %	S:0.0 % R:0.0 %
Fall 2011	S:67.4 % R:88.5 %	S:71.4 % R:100.0 %	S:0.0 % R:0.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:73.9 % R:90.2 %	S:100.0 % R:100.0 %	S:52.6 % R:94.7 %	S:100.0 % R:100.0 %
Spring 2012	S:65.2 % R:87.8 %	S:80.0 % R:90.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:83.3 % R:100.0 %	S:0.0 % R:0.0 %	S:0.0 % R:50.0 %	S:50.0 % R:100.0 %	S:74.7 % R:89.9 %	S:100.0 % R:100.0 %	S:68.4 % R:97.4 %	S:100.0 % R:100.0 %
Fall 2012	S:67.9 % R:86.7 %	S:53.3 % R:73.3 %	S:50.0 % R:100.0 %	S:0.0 % R:0.0 %	S:60.0 % R:100.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:72.2 % R:90.7 %	S:100.0 % R:100.0 %	S:72.4 % R:98.3 %	S:100.0 % R:100.0 %
Spring 2013	S:66.3 % R:89.0 %	S:71.4 % R:90.5 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:100.0 % R:0.0 %	S:0.0 % R:0.0 %	S:79.0 % R:94.3 %	S:100.0 % R:100.0 %	S:62.5 % R:90.0 %	S:100.0 % R:100.0 %
Fall 2013	S:59.8 % R:82.4 %	S:61.1 % R:77.8 %	S:50.0 % R:50.0 %	S:66.7 % R:66.7 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:67.9 % R:84.0 %	S:0.0 % R:0.0 %	S:60.0 % R:80.0 %	S:0.0 % R:0.0 %
Spring 2014	S:56.3 % R:82.4 %	S:45.5 % R:100.0 %	S:40.0 % R:80.0 %	S:100.0 % R:100.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:61.3 % R:86.3 %	S:50.0 % R:75.0 %	S:65.6 % R:96.9 %	S:100.0 % R:100.0 %

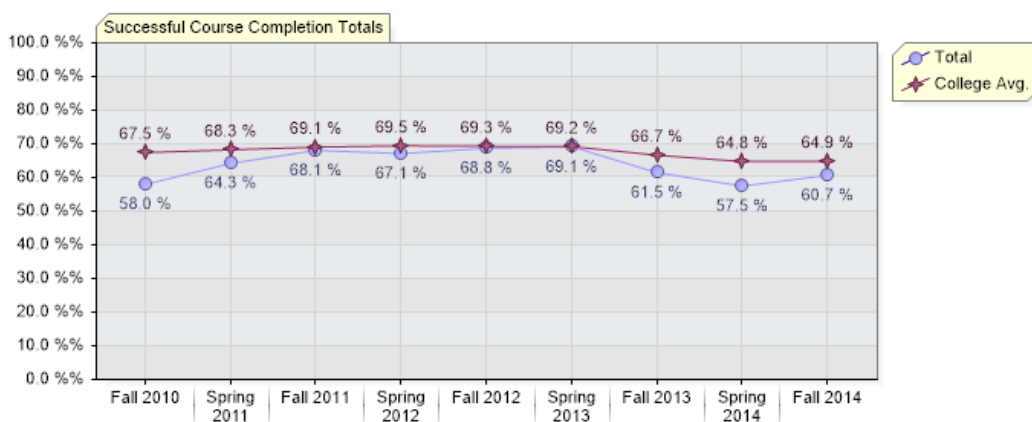
Fall 2014	S:59.0 % R:84.8 %	S:88.9 % R:100.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:66.7 % R:66.7 %	S:0.0 % R:0.0 %	S:100.0 % R:100.0 %	S:0.0 % R:0.0 %	S:66.7 % R:83.8 %	S:100.0 % R:100.0 %	S:60.0 % R:90.0 %	S:0.0 % R:100.0 %
-----------	----------------------	-----------------------	------------------------	--------------------	----------------------	--------------------	------------------------	--------------------	----------------------	------------------------	----------------------	----------------------

### Grade Distribution

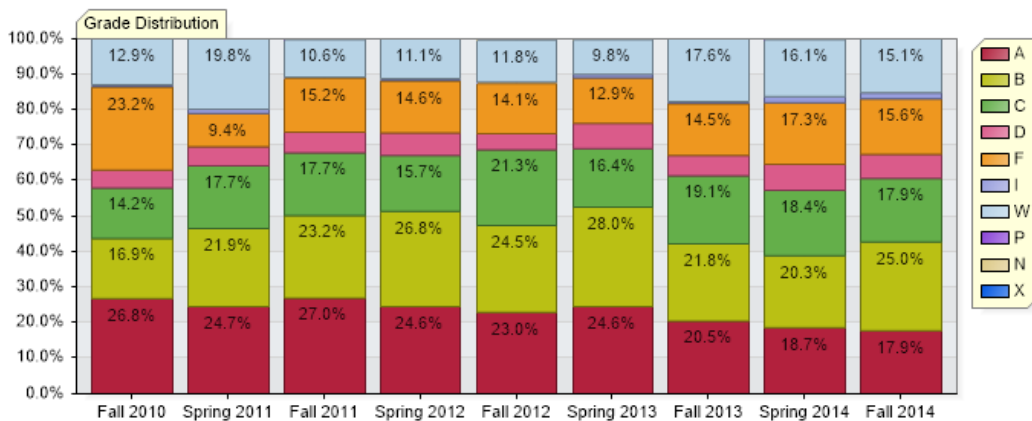
Year/Semester	A	B	C	D	F	I	W	P	N	X
Fall 2010	26.8 %	16.9 %	14.2 %	5.1 %	23.2 %	0.7 %	12.9 %	0.0 %	0.0 %	0.0 %
Spring 2011	24.7 %	21.9 %	17.7 %	5.4 %	9.4 %	1.1 %	19.8 %	0.0 %	0.0 %	0.0 %
Fall 2011	27.0 %	23.2 %	17.7 %	5.8 %	15.2 %	0.3 %	10.6 %	0.1 %	0.0 %	0.0 %
Spring 2012	24.6 %	26.8 %	15.7 %	6.3 %	14.6 %	0.8 %	11.1 %	0.0 %	0.0 %	0.0 %
Fall 2012	23.0 %	24.5 %	21.3 %	4.6 %	14.1 %	0.4 %	11.8 %	0.0 %	0.3 %	0.0 %
Spring 2013	24.6 %	28.0 %	16.4 %	7.1 %	12.9 %	1.0 %	9.8 %	0.0 %	0.1 %	0.0 %
Fall 2013	20.5 %	21.8 %	19.1 %	5.7 %	14.5 %	0.7 %	17.6 %	0.0 %	0.0 %	0.0 %
Spring 2014	18.7 %	20.3 %	18.4 %	7.4 %	17.3 %	1.8 %	16.1 %	0.1 %	0.0 %	0.0 %
Fall 2014	17.9 %	25.0 %	17.9 %	6.8 %	15.6 %	1.8 %	15.1 %	0.0 %	0.0 %	0.0 %

[+ Show Detailed Breakdown Graphs](#)

**Correction warning:** Write permissions are required on the defined temp directory for the chart image file to be created. To enable you to view the chart this has defaulted to streaming which has a high performance cost over the file based system. Please resolve your permissions issue for this warning to be removed. For more information, please see this kb: <http://dotnetcharting.com/kb/article.aspx?id=10018>



**Correction warning:** Write permissions are required on the defined temp directory for the chart image file to be created. To enable you to view the chart this has defaulted to streaming which has a high performance cost over the file based system. Please resolve your permissions issue for this warning to be removed. For more information, please see this kb: <http://dotnetcharting.com/kb/article.aspx?id=10018>



### Data Review and Analysis for Student Success

Respondent(s)

1) Has your discipline chosen to set its own discipline-specific standards for student success and retention? A standard is defined as a level of performance to meet educational quality and institutional effectiveness expectations – a level below which you would be concerned about your performance.

**Yes No**

**If yes**, please indicate your discipline-specific standard(s) and your justification for why they are different than the college institution-set standard(s) for:

Successful Course Completion Rate:

Course Retention Rate:

Please provide your justification, grounded in evidence/data, for why your discipline chose to set standards that differ from the college institution-set standards.

2) Analyze trends in Student Success over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, **compare discipline to college-wide trends and institution-set standards for course success and retention**. **If your discipline set its own discipline-specific standard(s), please also compare your performance to those standards**. Discuss college-wide or discipline-/department-specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

3) In areas you've identified as needing improvement, describe strategies and/or interventions that you will implement to help bring about improvement in achievement outcomes

4) Please assess the effectiveness of the strategies and/or interventions you implemented in prior years, in part by analyzing the discipline's most recent success and retention rates compared to the prior year's performance and to the institution- and/or discipline-set standards.

5) If your program collects data on other criteria of importance to your program (e.g., Skills Certificates), please use the box below to document the criteria and your performance on them. If you have set a standard (a level of performance to meet educational quality and institutional effectiveness expectations) for your performance on each criteria, please also specify the standard.

6) If your program offers any certificates and/or CTE degrees, please list the job placement rates for students completing these certificates/degrees (if you collect such information). Please list each certificate/degree in which there were at least 10 students who completed the program in a given year. State your standard for expected job placement rate. Also, state the job placement rate, as measured in the year following graduation, of students who graduated from the program.

7) Please evaluate your performance and describe any plans for improvement on the measures identified in question 5 and 6 above (program-specific measures and/or job placement rates). Also, discuss any improvements that have resulted from prior program improvement plans.

Validation Team Response



2015-2016 Review For: ACCTG,BUS,ECON,FINANCE,MARKET,MGMT Combined (Completed)

Export Report

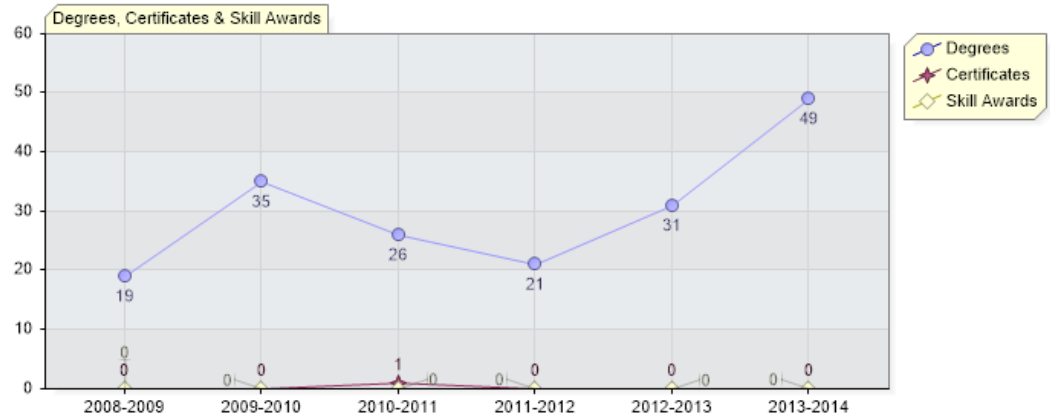
2015-2016 Business / Law Budget Information

- Menu
- Description of System
- Annual Unit Update
  - Response to Recs.
  - Objectives & Resources
- Access
  - Enrollment
  - Student Success
    - Succ. Course Completion
    - Awards (Deg. & Cert.)
- Learning & Teaching
  - SLO/Assessment Update
  - Advisory Board
- Fiscal Responsibility
  - FTEs
  - FTEF (Reg,Hourly,Tot)
  - Enrollment Per Section
- Effective Use of Technology
- Curriculum Status
- Dept/Disc/Unit Goals
- Annual Planning Evaluation
- Challenges & Opportunities
- Supplemental Files
- Feedback
- Submit / Finalize

Student Success - Degree/Certificate Awards

[Data Description](#)

**Correction warning:** Write permissions are required on the defined temp directory for the chart image file to be created. To enable you to view the chart this has defaulted to streaming which has a high performance cost over the file based system. Please resolve your permissions issue for this warning to be removed. For more information, please see this kb: <http://dotnetcharting.com/kb/article.aspx?id=10018>



Discipline Totals

Academic Year	Degrees	Certificates	Skill Awards
2008-2009	19	0	0
2009-2010	35	0	0
2010-2011	26	1	0
2011-2012	21	0	0
2012-2013	31	0	0
2013-2014	49	0	0

Percentage based on college totals

Academic Year	Degrees	Certificates	Skill Awards
2008-2009	4.7 % (19/404)	0.0 % (0/170)	0.0 % (0/109)
2009-2010	9.0 % (35/387)	0.0 % (0/151)	0.0 % (0/83)
2010-2011	6.1 % (26/426)	0.6 % (1/154)	0.0 % (0/4)
2011-2012	4.4 % (21/473)	0.0 % (0/241)	0.0 % (0/1)
2012-2013	4.6 % (31/673)	0.0 % (0/354)	0.0 % (0/1)
2013-2014	5.9 % (49/831)	0.0 % (0/435)	0.0 % (0/1)

Data Review and Analysis for Degree/Certificate Awards

Respondent(s)

Analyze trends in Degree/Certificate Awards over the period for which data were provided, using detailed breakdowns as necessary. Where college-wide data is provided, compare discipline to college-wide trends. Also, discuss college-wide or discipline-department specific factors as they relate to these trends and note the implications on your discipline/department operations or planning.

In areas you've identified as needing improvement, describe strategies and/or interventions that you will implement to help bring

about improvement in student degree and/or certificate completion

Please assess the effectiveness of the strategies and/or interventions you implemented in prior years to increase student degree and/or certificate completion.

Validation Team Response

### Supplemental Files

Upload any files along with description that are relevant to this area.

No Supplemental File(s).


**2015-2016 Review For: ACCTG,BUS,ECON,FINANCE,MARKET,MGMT Combined (Completed)**
[Export Report](#)
 [2015-2016 Business / Law Budget Information](#)
**Menu**
[Description of System](#)
[Annual Unit Update](#)
[Response to Recs.](#)
[Objectives & Resources](#)
[Access](#)
[Enrollment](#)
[Student Success](#)
[Succ. Course Completion](#)
[Awards \(Deg. & Cert.\)](#)
[Learning & Teaching](#)
[SLO/Assessment Update](#)
[Advisory Board](#)
[Fiscal Responsibility](#)
[FTES](#)
[FTEF \(Reg,Hourly,Tot\)](#)
[Enrollment Per Section](#)
[Effective Use of Technology](#)
[Curriculum Status](#)
[Dept/Disc/Unit Goals](#)
[Annual Planning Evaluation](#)
[Challenges & Opportunities](#)
[Supplemental Files](#)
[Feedback](#)
[Submit / Finalize](#)
**Learning & Teaching - SLO Updates**
[SLO Website](#)
**SLO & Assessment Update**
**3-Year Assessment Plan For Course SLOs (CSLOs)**
**ACCTG**

Course	SLO Information			
	SLO	# Assessments	Last Assessment	Next Assessment
ACCTG 001	1. Analyze and record business transactions and prepare adjusting and closing entries necessary to complete the accounting cycle.	10	Spring 2014	Spring 2016
	2. Apply the accrual basis of accounting to measure business income, determine financial position and evaluate profitability and liquidity.	9	Spring 2015	Fall 2015
	3. Evaluate the proper recognition, valuation and classification of transactions affecting income statement and balance sheet accounts.	6	Fall 2015	Fall 2016
ACCTG 002	1. Students will be able to apply managerial cost accounting concepts, including job order and process costing to facilitate business decisions.	3	Spring 2015	Fall 2015
	2. Students will be able to quantify and interpret operation performance using budget, standard cost, financial ratio and cost behavior analysis.	4	Spring 2014	Spring 2016
	3. Students will be able to assess operational and investment opportunities using incremental evaluation methods such as differential and capital investment analysis, and the use of present value concepts.	4	Fall 2014	Fall 2016
ACCTG 015	1. Students will apply the fundamentals of federal income taxation with emphasis on the taxation of individuals.	2	Fall 2014	Fall 2016
	2. Student will be able to identify and describe administrative procedures of tax law.	2	Fall 2014	Fall 2016
Totals:	Courses w/All SLOs Assessed: 3/3 (100 %) Courses w/at least one SLO Assessed: 3/3 (100 %)			

**BUS**

Course	SLO Information			
	SLO	# Assessments	Last Assessment	Next Assessment

BUS 001	Student will be able to distinguish the various leadership styles as they apply to all organizations, private and public.	6	Spring 2015	Spring 2017
	Student will be able to analyze the different economic systems that exist in the world.	3	Fall 2015	Fall 2015
	Student will be able to differentiate between types of publicly and private corporations.	5	Fall 2015	Spring 2016
BUS 005	<b>SLO</b>	<b># Assessments</b>	<b>Last Assessment</b>	<b>Next Assessment</b>
	1. Students will be able to apply general Business Law concepts in the business world. Emphasis is on contracts as it relates to torts, negotiable instruments, E-commerce and business transactions.	1	Fall 2012	Fall 2015
	2. Students will be able to identify the fundamentals of a contract including the offer, acceptance, and consideration.	7	Fall 2015	Fall 2016
BUS 172	<b>SLO</b>	<b># Assessments</b>	<b>Last Assessment</b>	<b>Next Assessment</b>
	1. Analyze the key issues and emerging trends of globalization in business and assess the impact of globalization.	1	Fall 2012	Fall 2015
	2. Evaluate the emerging opportunities in global business.	1	Spring 2013	Fall 2015
	3. Formulate strategies to overcome the challenges of globalization.	2	Fall 2014	Fall 2016
Totals:	Courses w/All SLOs Assessed: 3/3 (100 %) Courses w/at least one SLO Assessed: 3/3 (100 %)			

## ECON

Course	SLO Information			
	SLO	# Assessments	Last Assessment	Next Assessment
ECON 001	1. Use the fundamentals of microeconomics including principles and processes to calculate the optimal price and quantity a firm, household, or government agency should select.	3	Fall 2015	Spring 2015
	2. Given a change in the determinants of either supply or demand, students will be able to predict what will happen to the equilibrium price and quantity.	3	Fall 2015	Spring 2015
	3. Students will be able to apply general Microeconomics concepts in the business world with emphasis on elasticity as it relates to pricing decisions of a firm, profits, economic rent, and the financial environment of business.	3	Fall 2015	Spring 2015
ECON 002	<b>SLO</b>	<b># Assessments</b>	<b>Last Assessment</b>	<b>Next Assessment</b>
	Apply communication skills by reading, articulating, and discussing economic information and issues.	1	Spring 2013	Spring 2015
	Use economic terminology, concepts, and tools to explain current events.	1	Fall 2011	Spring 2015
Totals:	Courses w/All SLOs Assessed: 2/2 (100 %) Courses w/at least one SLO Assessed: 2/2 (100 %)			

## FINANCE



Course	SLO Information			
	SLO	# Assessments	Last Assessment	Next Assessment
FINANCE 001	1. Describe the basic structure and function of American financial institutions that are sources of funds and outlets for investments.	1	Spring 2012	Spring 2015
	2. Identify policy makers, including the Federal Reserve Bank and assess their respective influence on the economy, credit, and return on investment.	1	Spring 2013	Spring 2015
	SLO	# Assessments	Last Assessment	Next Assessment
FINANCE 008	Student will be able to develop personal financial goals.	2	Fall 2014	Fall 2016
	Student will be able to identify the four elements in the financial planning process and their relationship.	3	Fall 2014	Fall 2016
Totals:	Courses w/All SLOs Assessed: 2/2 (100 %) Courses w/at least one SLO Assessed: 2/2 (100 %)			

## MARKET

Course	SLO Information			
	SLO	# Assessments	Last Assessment	Next Assessment
MARKET 021	Student will be able to apply the 4 P's (product, promotion, price, place) to evaluate a marketing plan.	2	Spring 2015	Spring 2017
	Student will be able to use the SWOT analysis to select a target market for a business.	1	Fall 2014	Fall 2016
	Students will use the vocabulary of marketing to define assortment planning and pricing strategies.	2	Fall 2015	Spring 2015
	SLO	# Assessments	Last Assessment	Next Assessment
MARKET 022	1. Students will be able to analyze the role of green marketing in creating change in society.	1	Spring 2012	Fall 2015
	2. Students will be able to describe the necessary components to formulate successful green strategies.	2	Spring 2014	Spring 2016
	3. Students will be able to assess marketing challenges and strategically formulate logical solutions within the context of green marketing.	1	Spring 2012	Fall 2015
	SLO	# Assessments	Last Assessment	Next Assessment
MARKET 031	Student will be able to use retail merchandising terminology to describe the latest trends in retail marketing.	1	Spring 2012	Spring 2015
Totals:	Courses w/All SLOs Assessed: 3/3 (100 %) Courses w/at least one SLO Assessed: 3/3 (100 %)			

## MGMT

Course	SLO Information			
		#	Last	Next

	SLO	Assessments	Assessment	Assessment
MGMT 002	Student will be able to conduct an interview. Report will examine different management styles and techniques.	3	Spring 2015	Fall 2016
	Student will be able to comprehend the key functions of management, by identify them, describe their functions and how they relate to each other.	3	Fall 2014	Fall 2016
	SLO	# Assessments	Last Assessment	Next Assessment
MGMT 013	Student will be able to assemble a business plan which includes the following: Compose structure and elements of a business plan. Evaluate feasibility through two financial statements, income statement and balance sheet.	2	Spring 2015	Spring 2015
	Student will be able to evaluate the environmental factors that affect small businesses.	3	Spring 2015	Spring 2017
	Student will be able to appraise the various legal forms available to businesses.	3	Spring 2015	Fall 2016
	SLO	# Assessments	Last Assessment	Next Assessment
MGMT 031	Student will be able to identify the specific skills of Human Relations.	3	Spring 2015	Spring 2016
	Student will be able to analyze the theories that motivates employees.	2	Spring 2015	Spring 2017
	SLO	# Assessments	Last Assessment	Next Assessment
MGMT 033	Student will learn to identify the various functions/role of the Human Resource unit within the corporation.	3	Fall 2015	Fall 2015
	Student will be able to evaluate at least one major topic involving Human Resources.	2	Fall 2014	Fall 2016
Totals:	Courses w/All SLOs Assessed: 4/4 (100 %) Courses w/at least one SLO Assessed: 4/4 (100 %)			

**Summary:****Courses w/All SLOs Assessed: 17/17 (100 %)****Courses w/at least one SLO Assessed: 17/17 (100 %)**

Respondent(s)

1. Describe the status of the SLO Assessment in this discipline.

2. Summarize the changes that have been implemented based on SLO and PLO assessments from the past year.






[Click Here For Available Data](#)

3. Have the outcomes been re-evaluated since the implemented changes, and if so, has there been an improvement in student learning? Are any further changes scheduled?

Validation Team Response

### Supplemental Files

Upload any files along with description that are relevant to this area.

FileName	Description	Uploaded
 BUSINESS FALL 13 Assessment Report 1-21-14.docx		6/1/2015 10:02:00 AM
 Business Fall 14 Assmt Rept..pdf		6/1/2015 10:01:00 AM
 Summary of Planned Changes - Fall 2014 Assessment.docx		6/1/2015 10:01:00 AM
 BUSINESS Assessment Report Dec 2012.doc		11/25/2013 8:53:00 PM
 Business SLO Assmt Report-SP2013.docx		11/25/2013 8:53:00 PM