

**Assurance of Student Learning  
2019-2020**

<b>CEBS</b>	<b>School of Profesional Studies</b>
<b>Business Management 288</b>	
<b>Said Ghezal</b>	

*Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*

**Student Learning Outcome 1:** Students will demonstrate understanding of the business enterprise.

<b>Instrument 1</b>	<b>BUS 253C capstone course project.</b>
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<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>	<b>Met</b>	<b>Not Met</b>
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**Student Learning Outcome 2:** Students will demonstrate foundational knowledge of the business environment.

<b>Instrument 1</b>	<b>BUS 253C capstone course project.</b>
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<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<b>Met</b>	<b>Not Met</b>
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**Student Learning Outcome 3:** Students will demonstrate competency in written and oral business communication.

<b>Instrument 1</b>	<b>BUS 253C capstone course project.</b>
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<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>	<b>Met</b>	<b>Not Met</b>
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**Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**

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### Student Learning Outcome 1

<b>Student Learning Outcome</b>	Students will demonstrate understanding of the business enterprise.		
<b>Measurement Instrument 1</b>	BUS 253C is a capstone course that uses several activities as assessment artifacts, which culminate in a course project. The activities provide students with opportunities to demonstrate their understanding of all basic facets of a business enterprise. A rubric (attached) is used to measure students' business acumen by assessing their understanding of business acumen dimensions.		
<b>Criteria for Student Success</b>	The expectations are to have a 70% pass rate on the capstone project of a random sample and 70% pass rate on each dimension of the rubric.		
<b>Program Success Target for this Measurement</b>	70%	<b>Percent of Program Achieving Target</b>	80%
<b>Methods</b>	Random sample of 10 students.		
<b>Based on your results, highlight whether the program met the goal Student Learning Outcome 1.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
BUS 210C was modified to include more case studies (applied learning) for more emphasis on all business acumen dimensions, particularly strategic management.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Follow up will occur next round of assessment (Spring 2021).			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome.)			

BUS 253C course paper will be used by faculty of the unit to reassess this goal in Spring 2021

**Student Learning Outcome 2**

<b>Student Learning Outcome</b>	Students will demonstrate foundational knowledge of the business environment.		
<b>Measurement Instrument 1</b>	BUS 253C is a capstone course that uses several activities as assessment artifacts, which culminate in a course project. The activities provide students with opportunities to demonstrate their understanding of the competitive business environment to include rivals, suppliers, and customers, legal environment of business, among other forces of the environment. A rubric (attached) measures students' understanding of the effect of these environmental forces on the business enterprise.		
<b>Criteria for Student Success</b>	The expectations are to have a 70% pass rate on the capstone project of a random sample and 70% pass rate on each dimension of the rubric.		
<b>Program Success Target for this Measurement</b>	70%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Random sample of 10 students.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
N/A			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
N/A			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
Next assessment cycle			

### Student Learning Outcome 3

<b>Student Learning Outcome</b>	Student will demonstrate competency of written and oral business communication.		
<b>Measurement Instrument 1</b>	BUS 253C is a capstone course that uses several activities as assessment artifacts, which culminate in a course project. The course project provide students with an opportunity to demonstrate their competency in written and oral business communication as they write and present a term paper. A rubric (attached) measures students' ability to communicate both orally and in writing by evaluating key written communication aspects.		
<b>Criteria for Student Success</b>	The expectations are to have a 70% pass rate on the capstone project of a random sample and 70% pass rate on each dimension of the rubric.		
<b>Program Success Target for this Measurement</b>	70%	<b>Percent of Program Achieving Target</b>	100%
<b>Methods</b>	Random sample of 10 students.		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>		<b>Met</b>	<b>Not Met</b>
<b>Actions</b> (Describe the decision-making process and actions for program improvement. The actions should include a timeline.)			
N/A			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
N/A			
<b>Next Assessment Cycle Plan</b> (Please describe your assessment plan timetable for this outcome)			
Next assessment cycle.			

## BUS 253C term paper:

Select an organization or company to research its business plan/strategy and environment. The organization can be either your workplace or one you are familiar with. You can also select any organization.

Papers should describe and evaluate the selected company's competitive environment, its strategy in general and its functional strategies (i.e., Human Resources Strategy, Diversity Strategy, Technology Strategy, Marketing and customer relationships Strategy, research & development, etc...).

The paper should also introduce the company, its business, and its rivals. You should describe the company's structure and its leadership along with its strengths and weaknesses. An evaluation of the threats and opportunities is a plus.

The following is a sample outline you can use (the outline identifies several business acumen topics that should be covered, including examples of external forces affecting a business enterprise):

1. Introduction (introduce your company)
2. External and Internal environment (what affects the company's business internally and externally. For example, externally a company faces many forces such as competitors, regulations, technological innovations, etc...)
3. Planning and strategic management (different strategies)
4. Business ethics and social responsibility (sustainability)
5. Organizational structure
6. Human Resources management
7. Diversity management
8. Technology and innovation management
9. Organizational culture

You are free to add to the above outline as you see fit.

[Rubric](#)

<b>Components</b>	<b>Fail (1)</b>	<b>Poor (2)</b>	<b>Average (3)</b>	<b>Good (4)</b>	<b>Excellent (5)</b>
<b>Business acumen</b>	No work completed or work submitted. Does not address any requirement.	Weak content. Demonstrates some analysis, but little interpretation or depth. Only 3 or less topics covered. The content is so flawed that it obscures the meaning.	Adequate content. Less clarity, depth, interpretation, and analysis. Displays an understanding of major concepts but has some minor flaws. More than 3 topics but less than 5 are covered.	Good content. Good clarity, depth, interpretation, and analysis. All content topics are covered but less detailed. Work demonstrates a clear understanding of course concepts. 6 or more topics are covered.	Superior content. Excellent clarity, depth, interpretation, and analysis. All content topics (6 or more) are covered in detail. Work demonstrates mastery of course concepts.
<b>Business environment/External and interior environment</b>	No coverage of the external or interior environmental forces.	Limited evaluation without clear links to the objectives. Less than 3 forces are covered for each environment.	Some evaluations with some links to work undertaken. 3 or 4 forces of each environment are covered.	Significant evaluation of more than 5 forces with little emphasis on the process and methods.	Reflective and insightful evaluation of more than 5 forces. Assessment of both process and outcome.
<b>Written Communication</b>	No logical structure.	Arguments confused or not fully developed.	Arguments are developed but not always clear. Arguments lack clear structure.	Arguments clearly structured and logically developed. Uses headings, introductory statements, and summary to provide narrative links.	The convincing case made. Aims, arguments, and conclusions fully compatible. Chapters well-organized and fit together.
<b>Oral Communication</b>	The organization lacks any structure.	The presentation has less than 4 identifiable points	The presentation has easily identifiable main	The presentation was organized but the speaker strayed	The presentation has a clear and deliberate

	No supporting material was used.	and lacks internal structure	points but lacks internal structure.	sometimes from this organization.	structure. Presentation organized and adequate use of supporting material.
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