**ANNUAL DEGREE PROGRAM ASSESSMENT, PLANNING AND BUDGET REPORT**

Business Careers

2013-2014

The Business Careers program provides quality credit instruction to students and business professionals who wish an affordable education in a supportive environment. The program provides the first two years of a business education that can be used to enhance career possibilities and used as a springboard for additional education

1. Briefly respond in 100 words or less for each cautionary and/or unhealthy Quantitative Indicator (II):
   1. Demand Indicator:

* 1. Effectiveness Indicator:
  2. Efficiency Indicator:

1. Industry Validation (check all that apply)(IV-A):

Advisory Committee Meeting(s) \_X\_, How many? \_1\_ Did Advisory Committee discuss CASLO/PLO? Yes\_X\_ No\_\_

Coop Ed Placements \_X\_ Fund raising activities/events \_\_ Service Learning \_X\_

Provide program services that support campus and/or community \_X\_ Outreach to public schools \_\_

Partner with other colleges, states and/or countries \_X\_ Partner with businesses and organizations \_X\_

Other\_\_ Describe\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. List PLOs (attach Program Map)(IV):

PLO 1. Use leadership and interpersonal skills to promote business ethics, values, and integrity related to professional activities and personal relationships

PLO 2. Analyze and explain basic business transactions and financial reports.

PLO 3. Develop a sense and appreciation of Entrepreneurship.

Map of Program Learning Outcomes by Course

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | BUS  120 | BUS  125 | BUS  130 | BLAW  200 | MGT  118 | MGT  122 | MGT  124 | MKT  120 | MKT  160 |
|  |  |  |  |  |  |  |  |  |
| PLO  1 | 3 | 2 | 3 | 2 | 3 | 3 | 3 | 2 | 3 |
| PLO  2 | 1 | 2 | 0 | 1 | 0 | 0 | 0 | 1 | 1 |
| PLO  3 | 1 | 3 | 1 | 1 | 1 | 2 | 2 | 2 | 2 |

1. Instrument used for assessment (check all that apply) (IV-B):

Work Sample\_x\_ Portfolio\_\_ Project \_x\_ Exam \_\_ Writing Sample \_\_

Other\_\_ Please explain\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Which course or courses did you use to assess PLOs and CASLO (IV-C)?

ENG 209 Business & Managerial Writing

1. List strengths and weaknesses found from PLO assessment analysis (IV-E):

It is hard to establish adherence to PLO goals when none of the teachers assigned to teaching Business Careers courses were actually from Business Careers.

1. List CASLO assessment findings highlights (attach CASLO report) (IV-E):

I felt that the rigor of this course did not meet our goals. However the majority of the other members of our group were satisfied. Report attached

1. Action Plan (III) and Next Steps (IV-G):
   1. PLO – Hard to get part time lectures involved with improving PLO’s
   2. CASLO Work with English Dept to improve the rigor of ENG 209
   3. Program improvement

A full time faculty

1. Chart of resource needs (IV)

|  |  |  |
| --- | --- | --- |
| Budget request | Amount | Justification for how this will improves learning |
| A full time faculty | $50.000 | This will keep stability in the program. |
|  |  |  |
|  |  |  |

\* Roman numerals indicate related category for system input