



Course Assessment Report - 4 Column

Great Basin College

Courses (BUS) - Management

Course Outcomes 1 and ctu.unitid = 686	Means of Assessment & Criteria / Tasks	Results	Action & Follow-Up
<p>MGT 487 - Entrepreneurship - Basic principles of Entrepreneurship - Understand the basic principles of Entrepreneurship</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 07/06/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Using two cases studies and a specific chapter case analysis, all three discussions, and each of the exams in the course. Each of these measurement devices support the Student Learning Outcomes (SLO) intentions.</p> <p>The case studies are assigned to appeal to the student via the subject matter and companies chosen, designed to improve the student's research, critical thinking, and professional and/or academic writing skills. Parameters are included, just as they are in the business environment, so students experience typical constraints to work within they will face in their profession.</p> <p>Discussion topic are chosen to stimulate student engagement and trigger critical thinking. Each topic is designed to force the student to make a choice and then support it while also engaging peers who may hold a contrary viewpoint. This reinforces their skills of critical thinking and appropriate communications.</p> <p>The exams test the students on the content of the textbook. Each is composed of a variety of question types (true/false, multiple choice, fill in the blank, and/or essay).</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: N/A</p>	<p>07/23/2015 - Student discussion participation has been quite high with 25 of the 25 students engaged. There are 60 points available in each discussion and student's average score based on the rubric is 52 points with no student not earning any points for their participation. Engagement criteria are significant to increase the joint learning opportunity.</p> <p>Discussion 1 considers the obstacles that entrepreneurs face while establishing a corporate entrepreneurial environment. This questions has the student consider business approaches at the high strategic level rather than tactical. A wonderful transition for many students who see the importance of this in their future professional lives.</p> <p>Discussion 2 targets consideration of common pitfalls when faced with new ventures. This requires students to analyze the possibilities of the pitfalls impact on their decision making which involves their critical thinking. As in each discussion the student must support their position so it is more than just an unknowledgeable opinion.</p> <p>Discussion 3 places the student in the position of defending a single component of the Business Plan as "the most important" for investor consideration. This force the student to consider their plan from an investor perspective and consider if it is written at the appropriate level, tone, and contains the content needed for investment consideration. Great discussions ensue!</p> <p>The first case study involves a significant learning curve for students as this is there capstone course and the instructor has establish high performance levels including formatting, critical thinking, research, content development, and writing. Students as a whole did quite well with a 58 average score out of 75 points available. Typically, the student's subsequent submissions have higher scores as they use the instructor feedback and assignment rubric to improve their scores and submission depth.</p> <p>There are two case studies and a single chapter relevant study to complete. In each, they are to consider a particular situation that they have not faced in their own careers; research additional sources for credible information, then advise the relevance to the situation</p>	<p>07/06/2015 - This course has been identified as the capstone course for the BAS-MT program. Improvements and upgrades made to enhance student learning include the following:</p> <p>Review of IDEA scores from previous offerings of this course revealed that students do not find the subject matter exceptional difficult so I will retain the same textbook going forward as it is student centric by design.</p> <p>A student commented that they always know what to expect with my courses, and that the instructor expects greatness from the students. Not going to lower the bar as their employers expect us to give them skilled employees.</p> <p>I will continue to view critically student communications in the course, within discussions (proper use of grammar, critical thinking, etc.) and in their written work via case study submissions (research intensive and challenging parameters). Can they build a support for this potion, can there respectfully state a contrary position, and professionalism in their "conversation" with instructor and peers; are all important concerns that are considered and students receive substantive feedback on each regularly.</p> <p>Encouragement of students to questions topics, results, and meaning behind course deliverables is essential to their learning. I welcome those discussions and often share the results anonymously with the entire class (if a student makes a case for a poorly worded exam question and receives points after the evaluation, all students earn the points who had the same response to the question).</p>

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		<p>with high-level writing abilities and follow specific parameters established by the instructor.</p> <p>Student performance on exams typically improves as the course progresses, although each exam is structure in the same manner. In this course the average score on Exam 1 was a 74 out of 100, for exam 2 it increased to 83 out of 100. Students taking this course have taken earlier courses with this instructor so they are aware of expectations as outlined clearly in the syllabus and focus their energies on continual improvement. It is not uncommon for students to review their exams, and submit clarification questions to the instructor, which continues the learning opportunity.</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2014-2015</p>	
<p>MGT 487 - Entrepreneurship - Identify and evaluate entrepreneurial opportunities - Demonstrate the ability to identify and evaluate entrepreneurial opportunities</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 07/06/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Using two cases studies and a specific chapter case analysis, discussion 2, and exam 2. Each of these measurement devices support the Student Learning Outcomes (SLO) intentions.</p> <p>The case studies are assigned to appeal to the student via the subject matter and companies chosen, designed to improve the student's research, critical thinking, and professional and/or academic writing skills. Parameters are included, just as they are in the business environment, so students experience typical constraints to work within they will face in their profession.</p> <p>Discussion topic are chosen to stimulate student engagement and trigger critical thinking. Each topic is designed to force the student to make a choice and then support it while also engaging peers who may hold a contrary viewpoint. This reinforces their skills of critical thinking and appropriate communications.</p> <p>The exams test the students on the content of the textbook. Each is composed of a variety of question types (true/false, multiple choice, fill in the blank, and/or essay).</p> <p>Assessment Measure Category: Exam</p> <p>Criterion: N/A</p>	<p>07/06/2015 - Student discussion participation has been quite high with 25 of the 25 students engaged. There are 60 points available in each discussion and student's average score based on the rubric is 52 points with no student not earning any points for their participation. Engagement criteria are significant to increase the joint learning opportunity.</p> <p>The chapter case study involves a significant learning curve for students as this is there capstone course and the instructor has establish high performance levels including formatting, critical thinking, research, content development, and writing. Students as a whole did quite well with a 58 average score out of 75 points available on their first case submission. The particular chapter case involves investment decisions from a unexpected windfall; what to consider, analysis, and evaluate for maximum potential to succeed. It too involves significate research o the part of the student. Typically, the student's subsequent submissions have higher scores as they use the instructor feedback and assignment rubric to improve their scores and submission depth. Student feedback has been highly positive on the assignments adding to their interest in the material and ability to apply the concepts and SLO.</p> <p>Student performance on exams typically improves as the course progresses, although each exam is structure in the same manner. In this course the average score on Exam 1 was a 74 out of 100, for exam 2 it increased to 83 out of 100. Students taking this course have taken earlier courses with this instructor so they are aware of expectations as outlined clearly in the syllabus and</p>	<p>07/06/2015 - This course has been identified as the capstone course for the BAS-MT program. Improvements and upgrades made to enhance student learning include the following:</p> <p>Review of IDEA scores from previous offerings of this course revealed that students do not find the subject matter exceptional difficult so I will retain the same textbook going forward as it is student centric by design.</p> <p>A student commented that they always know what to expect with my courses, and that the instructor expects greatness from the students. Not going to lower the bar as their employers expect us to give them skilled employees.</p> <p>I will continue to view critically student communications in the course, within discussions (proper use of grammar, critical thinking, etc.) and in their written work via case study submissions (research intensive and challenging parameters). Can they build a support for this potion, can there respectfully state a contrary position, and professionalism in their "conversation" with instructor and peers; are all important concerns that are considered and students receive substantive</p>

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		<p>focus their energies on continual improvement. It is not uncommon for students to review their exams, and submit clarification questions to the instructor, which continues the learning opportunity. Exam 2 in particular considers the Business Plan component of the course (chapters are taught out of sequence so this is early in the course to aid in Business Concept development. Based on earlier Business Plan submissions, this change was introduced in 2014 so I am awaiting feedback on its impact this year.</p> <p>Criterion Met: N/A Reporting Period: 2014-2015</p>	<p>feedback on each regularly.</p> <p>Encouragement of students to questions topics, results, and meaning behind course deliverables is essential to their learning. I welcome those discussions and often share the results anonymously with the entire class (if a student makes a case for a poorly worded exam question and receives points after the evaluation, all students earn the points who had the same response to the question).</p>

<p>MGT 487 - Entrepreneurship - Business mode - Formulate a business model and use it as a guide to craft a business plan</p> <p>Next Assessment: 2018-2019</p> <p>Start Date: 07/06/2015</p> <p>Course Outcome Status: Active</p>	<p>Assessment Measure: Using two of the discussions, and the capstone project of a Business Plan. Each of these measurement devices support the Student Learning Outcome (SLO) intentions.</p> <p>Discussion topic are chosen to stimulate student engagement and trigger critical thinking. Each topic is designed to force the student to make a choice and then support it while also engaging peers who may hold a contrary viewpoint. This reinforces their skills of critical thinking and appropriate communications. The Business Plan project fully supports the BAS SLO by demonstrating skills and abilities in critical thinking, creativity, communication and analysis.</p> <p>Assessment Measure Category: Exam Criterion: N/A</p>	<p>07/06/2015 - Student discussion participation has been quite high with 25 of the 25 students engaged. There are 60 points available in each discussion and student's average score based on the rubric is 52 points with no student not earning any points for their participation. Engagement criteria are significant to increase the joint learning opportunity.</p> <p>Discussion 2 targets consideration of common pitfalls when faced with new ventures. This requires students to analyze the possibilities of the pitfalls impact on their decision making which involves their critical thinking. As in each discussion the student must support their position so it is more than just an unknowledgeable opinion.</p> <p>Discussion 3 places the student in the position of defending a single component of the Business Plan as "the most important" for investor consideration. This force the student to consider their plan from an investor perspective and consider if it is written at the appropriate level, tone, and contains the content needed for investment consideration. Great discussions ensue!</p> <p>The Business Plan project is the culminating event in this capstone course and is viewed by the instructor as critical to achievement of the learning objective # and the BAS SLO as identified in the first column of this report. If the student has been activity engaged in research, inquiry, and takes the assignment seriously, the typical result is a high level plan that is suitable for outside investment consideration. Last year, the students did not have this as required component for passing the course, and it is reflected in the effort expended and the resultant scores. With a class average of 58 out of 100 points, this key component was lacking</p>	<p>07/06/2015 - This course has been identified as the capstone course for the BAS-MT program. Improvements and upgrades made to enhance student learning include the following:</p> <p>Creation of a high quality Business Plan is now a requirement for successful course completion. In the past, students could calculate their grade prior to the Plan submission, and some would not complete it as they could pass the course without all the work a high quality Business Plan entails.</p> <p>Additionally, the instructor requires students to confirm their business concept with the instructor by the end of Week 2 for approval. This has resulted in a more focused approach to the Plan development as student are engaged earlier in the course with the instructor to consider the idea, discuss research, and solidify the student's future activities.</p> <p>Follow-Up: 07/23/2015 - With a new edition textbook, and the changes made in the course construction and deliverables, the instructor believes the course has been significantly improved and the added rigor justifies the label as a capstone</p>
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		<p>in importance to the students. This is why the 2015 course now requires the Plan completion and contains the milestones as indicated in the last column.</p> <p>Criterion Met: N/A</p> <p>Reporting Period: 2014-2015</p>	<p>Follow-Up: course today.</p> <hr/>