Discipline	Course Number	Title
Business Management	111	BMG 111 04/27/2023-Business Law I
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Business
Faculty Preparer		Douglas Waters
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

   No

2. Briefly describe the results of previous assessment report(s).

   3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

   5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize and apply the fundamental principles and rules of business law and ethics.

- Assessment Plan

    o Assessment Tool: Multiple-choice questions.

    o Assessment Date: Winter 2019

    o Course section(s)/other population: All sections.

    o Number students to be assessed: All BMG 111 students.

    o How the assessment will be scored: Answer key.

- o Standard of success to be used for this assessment: At least 70% of students will score 70% or higher.

- o Who will score and analyze the data: Full-time business faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2023	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
214	184

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Not all students were assessed due to absences, withdrawals, or not completing the activity.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All on-campus and distance-learning (DL) students who completed the assessment tool were assessed. There were no mixed-mode (MM) class sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A departmental quiz that was computer-scored was used.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
Overall, 87% (160/184) of the students scored 70% or higher on this outcome, which is well above the target. Both on-campus and online students exceeded the target, with on-campus students performing slightly better.   Percent of students scoring 70% or better:

Total 87%
On-campus 91%
Online 86%

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

On-campus and DL students exceeded this outcome's target. This outcome covers three dense chapters, so it is encouraging that students are diligently studying the material and completing knowledge checks to prepare for the assessment.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

This area is a strength. It is covered at length by three chapters of reading, as well as a discussion board and an interactive learning activity. To improve comprehension in this area, the OER textbook could be revised to reduce the page count and short videos could be added to illuminate difficult concepts.

Outcome 2: Apply legal principles/rules to business situations to determine legal liability and reduce risk.

- Assessment Plan

    o   Assessment Tool: Multiple-choice questions.

    o   Assessment Date: Winter 2019

    o   Course section(s)/other population: All sections.

    o   Number students to be assessed: All BMG 111 students.

    o   How the assessment will be scored: Answer key.

    o   Standard of success to be used for this assessment: At least 70% of students will score 70% or higher.

    o   Who will score and analyze the data: Full-time business faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2023	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
214	169

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Not all students were assessed due to absences, withdrawals, or not completing the activity.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All on-campus and DL students who completed the assessment tool were assessed. There were no MM class sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A departmental quiz that was computer-scored was used.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Overall, 88% (149/169) of the students scored 70% or higher on this outcome, which is well above the target. Both on-campus and DL students exceeded the target, with DL students performing substantially better.

Percent of students scoring 70% or better:

Total 88%

On-campus 73%

DL 91%

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

> On-campus and DL students exceeded this outcome's target. The online course site, in particular, contains an interactive learning activity and discussion board targeting critical concepts in this area.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> This appears to be an area of strength. However, one of the two on-campus sections performed significantly worse. After review, it was determined that the instructor did not assign online knowledge checks as homework assignments, which has been standard practice. This can be easily rectified: the knowledge checks, which help prepare students for unit quizzes, can become mandatory homework assignments in the syllabus. This would further align the two modalities.

Outcome 3: Determine whether a valid contract has been formed in common negotiation situations.

- Assessment Plan

  - Assessment Tool: Multiple-choice questions.

  - Assessment Date: Winter 2019

  - Course section(s)/other population: All sections.

  - Number students to be assessed: All BMG 111 students.

  - How the assessment will be scored: Answer key.

  - Standard of success to be used for this assessment: At least 70% of students will score 70% or higher.

  - Who will score and analyze the data: Full-time business faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2023	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
214	158

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

Not all students were assessed due to absences, withdrawals, or not completing the activity.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All on-campus and DL students who completed the assessment tool were assessed. There were no MM class sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A quiz that was computer-scored was used.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

Overall, 87% (138/158) of the students scored 70% or higher on this outcome, which is well above the target. Both on-campus and DL students exceeded the target, with DL students performing substantially better.

Percent of students scoring 70% or better:

Total 87%

On-campus 76%

DL 89%

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This learning outcome is a strength because it is narrowly focused on the contracts unit. The four elements necessary to form a valid contract are easy for students to comprehend.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> The course site could use a supplemental video reinforcing contract formation. It is always helpful to break up the reading with other resources. Also, the same action plan applies from learning outcome 2: the on-campus instructors must assign the chapter knowledge checks as homework assignments.

Outcome 4: Identify and differentiate the advantages and disadvantages for creating businesses under each of the main business forms.

- Assessment Plan

    o Assessment Tool: Multiple-choice questions.

    o Assessment Date: Winter 2019

    o Course section(s)/other population: All sections.

    o Number students to be assessed: All BMG 111 students.

    o How the assessment will be scored: Answer key.

    o Standard of success to be used for this assessment: At least 70% of students will score 70% or higher.

    o Who will score and analyze the data: Full-time business faculty.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2023	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
214	168

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

> Not all students were assessed due to absences, withdrawals, or not completing the activity.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

All on-campus and DL students who completed the assessment tool were assessed. There were no MM class sections.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

A departmental quiz that was computer-scored was used.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>

Overall, 90% (152/168) of the students scored 70% or higher on this outcome, which is well above the target. Both on-campus and DL students exceeded the target at the same rate.

Percent of students scoring 70% or better:

Total 90%

On-campus 90%

DL 90%

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This learning outcome is probably the strongest area of the course. It covers three chapters, which are reinforced by a memorable lecture video. Moreover, many students enter Business Law with a basic understanding of the main business forms by virtue of overlapping coverage in Introduction to Business.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The efficient coverage of the four main business forms could be built upon. An article or video about S-Corps, which are a little more nuanced than LLCs and traditional C-corps, could be added to the course site. This would familiarize students with an often misunderstood, albeit less common business form.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

There is no previous assessment report. The course was redeveloped a few years ago with an OER textbook and a shift away from law school-lite instructional methods to a more community college friendly approach.

2. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

The course is functioning well. The vast majority of students, excluding those who are non-participatory, are at least earning within the B range on unit quizzes. The OER textbook is popular with students not only because it is free but also because its authors do an excellent job translating legal concepts into ordinary language. The knowledge checks have proven very helpful in reinforcing course concepts and preparing students for unit quizzes.

It is evident that the on-campus and online course sites need to be better aligned and on-campus instructors given less discretion to set homework assignments. In this way, all students -- regardless of modality -- will be able to access the same effective study tools.

3. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The information will be shared with department colleagues shortly after submitting this report.

4.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	As previously noted, a few supplemental videos and readings will be added to the course site to illuminate important concepts like contract formation. Also, the	The assessment uncovered a few learning modules that it would not hurt to pad with outside articles and videos. When the current version of the course was	2023

	OER textbook will be edited in spots to balance out the volume of reading across the learning units. Finally, at least one online discussion board will be removed.	implemented, accelerated 6- and 4-week class lengths weren't in vogue. A few tweaks, such as revising the OER textbook to reduce potentially extraneous material in the more dense chapters, could go a long way to ease accelerated students through the course without losing critical coverage. For example, there are two weeks in which the 4-week class students must juggle two discussion board assignments, which is not ideal. At least one discussion board could be removed and others could be modified.	

5. Is there anything that you would like to mention that was not already captured?

> 6.

III. Attached Files

[BMG 111 Winter 2023 assessment data](#)

Faculty/Preparer: Douglas Waters **Date:** 06/09/2023
Department Chair: Douglas Waters **Date:** 06/09/2023
Dean: Eva Samulski **Date:** 06/12/2023
Assessment Committee Chair: Jessica Hale **Date:** 11/01/2023