Ohlone College
Program Review Report

Program Description and Scope:

1. **Program Review Title:** Business Administration
2. **Academic year:** 2012/2013
3. **Review Type:** Instructional Disciplines
4. **Program/Departments:** Business Administration (05005)
5. **Authority Code:** 53-Dean, Business, Technology, and Learning Resources
6. **External Regulations:** Yes X No
7. **Provide a brief narrative that describes the instructional program/discipline.**

   The Business Administration program offers courses required for an A.A. transfer degree to upper division and elective courses for business majors. The program includes the courses necessary to transfer to sought-after business schools such as Haas at UC Berkeley and a variety of CSU business and accounting programs.

   Enrollment in the BA courses is extremely high every semester including summer, with almost all courses filled to capacity and generating waiting lists.

8. **Describe how the program specifically serves students, faculty and staff.**

   While traditional transfer students are the primary group served by this program, many working adults take these courses to improve their skills and promotional opportunities. Particularly in difficult economic times such as the current recession, unemployed adults take these courses, either to improve their current skill set or to transition to another field. Therefore, this program is vital to the community in both prosperous and challenging economic times, providing career advancement opportunities as well a pool of prospective employees for local companies.

   Additionally, the courses are available to faculty and staff of Ohlone College as a means of professional or personal development. A number of current Ohlone employees are graduates of or have taken courses in the BA program prior to their employment here.

   Enrollment in the BA courses is extremely high every semester including summer, with almost all courses filled to capacity and generating waiting lists.

9. **Describe how the program addresses current needs and applies current technologies.**

   To ensure that students are being served as well as possible, classes are offered on campus during the day, in the evening, and on selected weekends. Efforts are made to balance the course offerings between both the Fremont campus and the Newark campus as well. These courses are offered in classrooms with the latest technology available at Ohlone and almost all courses are also offered in the
online format.

10. Discuss the impact of the program on the college and/or other programs.

Many of the courses in this program are required courses for transfer to both the CSU and UC systems. Additionally they satisfy the GE requirements for Ohlone Plan A under Social Sciences.

11. Discuss the impact of the program on the community and the impact of the community on the program.

These courses are essential to community members upgrading their professional skills. The courses also prepare students to be productive employees in the community. Particularly during difficult economics times, these courses offer individuals the opportunity to be more competitive in the job market. Content experts and business professionals are often invited to guest speak in the classroom.

• College Mission
  1. Mission Statement
     The mission of Ohlone College is to serve the community by offering instruction for basic skills, career entry, university transfer, economic development, and personal enrichment for all who can benefit from our instruction in an environment where student learning success is highly valued, supported and continually assessed.
  2. Vision Statement
     Ohlone College will be known throughout California for our inclusiveness, innovation and superior rates of student success.
  3. Core Values, Goals & Objectives:
    College Core Values
    • We provide life-long learning opportunities for students, college personnel and the community.
    • We open access to higher education and actively reach out to under-served populations.
    • We promote diversity and inclusiveness.
    • We maintain high standards in our constant pursuit of excellence.
    • We value trust, respect and integrity.
    • We promote team work and open communication.
    • We practice innovation and actively encourage risk-taking and entrepreneurship.
    • We demonstrate stewardship for our human, financial, physical and environmental resources.

    College Goals/Objectives
    1. Through innovative programs and services, improve student learning and achievement.
       1. By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.
       7. By spring 2013, increase the number of students receiving certificates of
accomplishment and certificates of achievement to a rate at or above the peer group average.

2. Support the economic vitality of the community through educational programs and services that respond to identified employment needs.
   4. By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

6. Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.
   1. By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.
   2. By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.

4. Briefly describe how the program supports the college mission, vision selected college values.

The Business Administration program prepares students both for transfer and for careers in the business world. Their employment enhances the economic well-being of the community, as well as meeting the needs of local employers for knowledgeable, effective employees.

Business administration classes are open to all district personnel. Faculty within the department work collegially with each other when determining course offerings, schedules, textbooks, and other division matters. Additionally, faculty members participate in professional development programs approved by the Vice-President of Instruction to improve their teaching skills and broaden their knowledge.

In April 2008 Ohlone College was awarded a Title 6 BIE Federal Grant to fund the development of an International Business curriculum, develop and offer internships in China to Ohlone students, and provide faculty with professional development opportunities to enhance their teaching skills in the international area.

As part of this grant, four new courses were developed: Introduction to International Business, Introduction to International Marketing, Service Export Marketing, and Global Business Immersion. International Economics and International Law were revised. Faculty members teaching in these new courses have been able to attend training seminars and conferences. The International Business course was offered in Fall 2009; International Marketing during Spring 2010; Global Business Immersion was offered Summer 2010 and Summer 2011 during the China Summer Abroad Trip, and to Southeast Asia in Summer 2011. Since the last review Service Export Marketing and International Economics have been deactivated, but all other courses are offered at least once per academic year. These courses are no longer grant funded, but instead are now part of the regular Ohlone offerings. Students have the opportunity to earn a Certificate of Accomplishment in International
5. Briefly describe how the program supports selected college goals.

This program supports the following goals:

**Goal #1: Through innovative programs and services, improve student learning and achievement.**

Assessments for all SLOs have been designed and will be administered by the BA faculty for each semester.

**Goal #2: Support the economic vitality of the community through educational programs and services that respond to identified employment needs.**

All BA faculty will include in their Syllabi the opportunity to obtain Certificates of Achievement and Certificates of Accomplishment. All BA faculty are also diligent about announcing these opportunities in class to their students.

**Goal #3: Enhance college-wide interaction with, and acceptance of, diverse peoples, cultures, arts, and perspectives.**

The new courses in the International Business curriculum focus on cultural issues around the world. In Spring 2013 all the International Business courses are going to be submitted to the GE Committee for consideration for satisfying the Diversity requirement for GE Plan A.

6. Briefly describe how the program supports selected college objectives.

1.1 By 2013, have in place an ongoing system for identifying and assessing student learning outcomes at the program and course levels, which includes faculty dialogue and appropriate improvement plans.

Faculty have developed various assessment tools for specific areas of this program, such as ACCTG, ECON and Intro to Business. Tools include but are not limited to, pre and post tests, cumulative tests and projects.

1.7 By spring 2013, increase the number of students receiving certificates of accomplishment and certificates of achievement to a rate at or above the peer group average.

ALL BA faculty will include in their Syllabi the opportunity to obtain
Certificates of Achievement and Certificates of Accomplishment. All BA faculty are also diligent about announcing these opportunities in class to their students.

2.4 By 2013 provide opportunities across the curriculum for students to acquire key skill sets and concepts that will help them succeed in the workplace.

During Summer 2012, the Accounting Lab supporting students was relocated a much bigger space with more state of the art technology at the Fremont Main Campus.

Likewise for Spring 2013, arrangements have been made to start offering students tutoring services at Newark for those taking economics classes.

**6.1 By 2015, increase the number of course offerings which meet the General Education Plan A Intercultural/International Studies requirement.**

The new courses in the International Business curriculum focus on cultural issues around the world. In Spring 2013 all the International Business courses are going to be submitted to the GE Committee for consideration for satisfying the Diversity requirement for GE Plan A.

6.2 By 2015, increase the number of opportunities for study abroad for faculty, staff, and students.

Due to current economic climate the opportunities for this objective have been put on hold.

- **Program SLOs & Assessment**
  1. **Program SLO -**

    *Explain and apply fundamental economic concepts, including the construction of the primary economic models.*

    a. *Indicate program assessment strategies used.*
       i. Performance Assessment
       ii. Other

       A standard pre and post test was developed. It was implemented in all BA102A macroeconomics sections for the first time in Fall 2012. Results of this assessment tool will be available in early Spring 2013.

    b. *Describe the criteria and standards used to appraise student work.*

       It is expected that the majority of students will score less than 60% on the pre test. It is expected that at least 50% of the students will score 70% or higher on the post test.

    c. *Enter assessment results and analyze student success in achieving this program SLO.*
Assessment results to be entered February 2013.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
Prior student learning outcomes related to economics have been condensed into fewer and more accurate outcomes. The revised outcomes listed here are both more reflective of the knowledge level at the introductory level and more measurable than the outcomes listed in the previous program review.

e. Future Action (Improvements)

2. Program SLO -

Understand the process of identifying, gathering, measuring, summarizing and analyzing financial data in business organizations, including the use of computer based information.

a. Indicate program assessment strategies used.
i. Performance Assessment
ii. Skills Assessment
iii. Department Testing
b. Describe the criteria and standards used to appraise student work.

Graded homework, achievement of passing grade on examination

c. Enter assessment results and analyze student success in achieving this program SLO.

Assessments will begin in academic year 2012-2013 and be available for the next Program Review. Since there has been no full-time faculty member in this department for several years, it was not possible to implement Program SLO assessments.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.
e. Future Action (Improvements)

Maintain current student learning plan

3. Program SLO -

Demonstrate knowledge of financial accounting, including content, concepts and structure of various statements, both for internal and external use.

a. Indicate program assessment strategies used.
i. Skills Assessment
ii. Performance Assessment
iii. Department Testing
b. Describe the criteria and standards used to appraise student work.

Student achievement of a passing grade on examination.

c. Enter assessment results and analyze student success in achieving this program SLO.
Assessments will begin in academic year 2012-2013 and be available for the next Program Review. Since there has been no full-time faculty member in this department for several years, it was not possible to implement Program SLO assessments.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

e. Future Action (Improvements)
   Maintain current student learning plan

4. Program SLO -

**Demonstrate the ability to apply introductory managerial accounting principles.**

a. Indicate program assessment strategies used.
   i. Performance Assessment

b. Describe the criteria and standards used to appraise student work.

Assessments will begin in academic year 2012-2013 and be available for the next Program Review. Since there has been no full-time faculty member in this department for several years, it was not possible to implement Program SLO assessments.

c. Enter assessment results and analyze student success in achieving this program SLO.

Assessment will take place in Spring 2013.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

e. Future Action (Improvements)
   Maintain current student learning plan

5. Program SLO -

**Students will demonstrate the ability to explain the current economic conditions in the United States and to identify appropriate fiscal and monetary policy options in relation to the US economy.**

a. Indicate program assessment strategies used.
   i. Performance Assessment

b. Describe the criteria and standards used to appraise student work.

These two essay questions are asked:

Name the current economic state, define it, and tell what measures economists have used to determine it.

What types of actions can the Federal Government and the Federal Reserve take to improve the current economic situation?

Answers will be graded and outcomes for each questions compiled into
percentages.

c. Enter assessment results and analyze student success in achieving this program SLO.

This learning outcome will be assessed every semester beginning in Fall 2012.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

e. Future Action (Improvements)

Maintain current student learning plan

6. Program SLO -

Demonstrate an understanding of the major elements of the world of business and its related terminology.

a. Indicate program assessment strategies used.
   i. Performance Assessment

b. Describe the criteria and standards used to appraise student work.

Pre and Post tests. It is expected that the majority of students will score less than 60% on the pre test. It is expected that over 50% of the students will score at least 70% on the post test.

c. Enter assessment results and analyze student success in achieving this program SLO.

Assessments are being conducted in all sections of BA 125 beginning in Fall 2012. Data will be available in Spring 2013.

d. Describe revisions in curriculum or teaching strategies implemented to promote student success.

e. Future Action (Improvements)

Maintain current student learning plan

- **SLO Matrix**

  Key: I-Introduced, P-Practiced with Feedback, M-Demonstrated at the Mastery Level

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<th>Course</th>
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SLO Matrix Comments

Course SLO & Assessment

BA 102A Principles of Economics-Macroeconomics
1. Analyze the fundamental concepts of the overall operation of the U.S. economy.
2. Evaluate the interaction that takes place among consumers, producers, governments, and major economic variables on the local, national, and international level.
3. Analyze the functions of the consumer, business and the government in different culture, and socioeconomic system. Be able to compare and contrast with contemporary U.S. economic system.

Indicate planned course assessment strategies

Rubrics
Portfolio
Culminating Project
Performance Assessment
Skills Assessment
Other

Other

Spring/Fall 2012 BA 102A/B: See following Assessments:
Course Assessment in a Box
Dialogue
Faculty Tips

Describe the criteria and/or performance standards used to appraise student work.

Enter assessment results and analyze student success in achieving course SLOs.

Describe revisions in curriculum or teaching strategies implemented to promote student success.

Course SLOs were aligned with program SLOs # 1, 5, 6, and 7 as well as GE plan A area II Social and Behavioral Sciences. Official Course Outline revisions by the Curriculum Committee.

Spring/fall 2012 dialogue with Chris Bolt and adjunct economic faculty: See attached document.

Future Action (Improvements)

Maintain current student learning plan
Describe changes you will make to promote improved student learning
BA 102A Principles of Economics-Macroeconomics
1. Analyze the fundamental concepts of the overall operation of the U.S. economy.
2. Evaluate the interaction that takes place among consumers, producers, governments, and major economic variables on the local, national, and international level.
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BA 102B Principles of Economics-Microeconomics
1. Analyze different types of market structures and pricing policies in the U.S. economy
2. Illustrate a fundamental understanding of the overall operation of the U.S. economy.
3. Demonstrate an understanding of microeconomics principles by answering both qualitative and quantitative questions.

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Course Assessment in a Box
Dialogue
Faculty Tips
Rubric

**Enter assessment results and analyze student success in achieving course SLOs.**

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

Course SLOs were aligned with program SLOs # 1,5,6, and 7 as well as GE plan A area II Social and Behavioral Sciences. Official Course Outline revisions by the Curriculum Committee.

Spring/fall 2012 dialogue with Chris Bolt and Ali Shookoh, adjunct economic faculty:
See attached document.

**Future Action (Improvements)**

**BA 125 Introduction to Business**

1. Demonstrate an understanding of and familiarity with the world of business and its related terminology.
2. Consider the ethical and social responsibility issues involved in current business environment.
3. Evaluate the global economy and its impact on U.S economy.
4. Identify and define the functions of and challenges facing management.
5. Describe the responsibilities and significance of human resource management.
6. Explain the basic accounting process and interpret the three primary financial statements.
7. Outline the marketing function and describe its significance.
8. Describe the United States' financial and investment systems and their role in our economic system.

**Indicate planned course assessment strategies**

Performance Assessment

**Describe the criteria and/or performance standards used to appraise student work.**

Pre and Post tests.

**Enter assessment results and analyze student success in achieving course SLOs.**

Assessments being conducted fall 2012.

**Describe revisions in curriculum or teaching strategies implemented to promote student success.**

**Future Action (Improvements)**

Maintain current student learning plan
BA 125 Introduction to Business
1. Demonstrate an understanding of and familiarity with the world of business and its related terminology.
2. Consider the ethical and social responsibility issues involved in current business environment.
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- Student Achievement: A series of measures including course completion, course retention, persistence, program completion, and others.

1. List expected student achievement outcomes:
2. Analyze changes in data, identify trends, and provide possible contextual explanations for each measure used. (Example measures include: course completion, course retention, persistence, program completion).

Statistical data have been reviewed and is discussed below:

Student Retention in BA courses improved from 66.4% in 2009 to 71.2% in 2010. No data is available beyond 2010.

BA had the 3rd highest WSCH in 2010-2011 at 10,692.03

BA had the 7th highest FTEF in 2010-2011 at 16.12

As of 2011-12, the BA program awarded 95 AA’s, 17 Certificates of Achievement and 2 Certificates of Accomplishment.
3. Analyze program budget trends and expenditures. Comment on how the program can best use budget resources.

Classes continue to draw high enrollment with large waiting lists. Even with the increase of $36 to $46 per unit, the core classes continue to fill.

4. Analyze the program's current use of staff, equipment, technology, facilities, and/or other resources. Comment on how the program can best use these resources.

5. Describe any additional notable program achievements (optional).

As of 2011-12, the BA program awarded 95 AA's, 17 Certificates of Achievement and 2 Certificates of Accomplishment. This is an increase in awards compared to previous year.

2010-11, the BA program awarded 55 AA's, 13 Certificates of Achievement and 3 Certificates of Accomplishment.

6. Additional Program Table Data

   Awards 2011-12

   Awards 2010-11

7. Future Action

   Current levels of student achievement indicators maintained.

   • Program Analysis

   After assessing student learning outcomes/impacts, student/program achievement, and the status of previous program improvement objectives (PIOs), analyze the data and any identified trends, and summarize your findings. Use these data and trends to prioritize, revise, or develop new PIOs.

   1. Describe program achievements and successes.

   The inclusion of most of the International Business courses into the regular curriculum offerings has been a significant achievement since the last review.

   AA degrees awarded increased by 72% from 2010-11 to 2011-12

   2. According to the evidence, what are the areas needing improvement?

   The main goal for improvement is to conduct assessment procedures in all
sections every semester. Implementation of full assessment is now achievable since a full-time faculty member has been hired for the accounting classes. In addition, pre- and post-tests have been developed and implemented in the economics courses and Introduction to Business Courses (all sections).

**Program Improvement Objectives:**

1. **Objective:**

   Redesign and upgrade the BA Web page to include links to all full-time and adjunct faculty sites, new programs such as International Business, and other pertinent, current information in response to the documented need for improved communication between the College and the student community.

   a. **Action Plan**

   **Year 1:**

   Meet with Ohlone Web master, gather information from all BA faculty, input information as required by Web designer.

   b. **Other (Include other resources needed)**

   **Year 1:**

   Dedicated time of Web Master.

   c. **Assessment Plan: List Assessment Strategies**

   **Year 1:**

   Student Feedback

   d. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.

   1. Through innovative programs and services, improve student learning and achievement.

   **Rationale:**

   Providing students with current information about these courses ensures that they know about them, access them, and are better prepared to do well in them.

2. **PIO Assessment**

   a. **Future Action**

   1. **Objective:**
Maintain effective student learning practices for all Business programs.

a. *Action Plan*
   
   *Year 1:*
   
   The Accounting program currently offers tutoring services. In order to support all student programs within BA it necessary to create a Economics and Business lab.

b. *Staffing*
   
   *Year 1:*
   
   Only students needed, faculty will oversee student lab hours.

c. *Equipment (Include items that fit under department budget codes)*
   
   *Year 1:*
   
   ALready in place. Newark has a tutoring area.

d. *Technology (Include items that fit under IT budget codes)*
   
   *Year 1:*
   
   PC's and internt connection.

e. *Assessment Plan: List Assessment Strategies*
   
   *Year 1:*
   
   Faculty will be assessing pass rates for specific lab questions starting Spring 2013.

f. Which college goal(s) does this program improvement objective work to achieve? Clearly describe how your PIO will help achieve one or more of the college goals and objectives, has impact beyond the particular department, and contributes to student learning/success.  
   1. Through innovative programs and services, improve student learning and achievement. 
   Rationale: 
   Student success supported by offering lab help via f2f or in person.

4. Use human, fiscal, technological, and physical resources responsibly, effectively, and efficiently to maximize student learning and achievement.
Rationale:

On line lab help will be made available to both Economics and Business students.

2. PIO Assessment
   a. Future Action

- Outside Review Results
  1. List each team members name and title.
     None.
  2. Discuss key feedback provided by team and how it was incorporated into the report.
     None.

- Attached Files
  1. Dialogue.rtf
  2. Faculty Tips.docx
  3. Rubric.docx
  4. Course Assessment in a Box Version II.docx