**Tacoma Community College**

**Program Learning Outcomes Report**

*Please answer the questions directly into this Word document, save as a Word document, and* ***Submit with your Program Review.*** *Attach any supportive documents to the email (as requested in here) and label clearly with which question number they correspond. If you have any questions, please contact Scott Davis at* [*sdavis@tacomacc.edu*](mailto:sdavis@tacomacc.edu)*, or your IASC representative. Thank you!!*

1. Program name: Business AAS (Entrepreneurship and Global Logistics)
2. Enter the **program** level learning outcome(s) you are assessing this year. If only one aspect of the outcome is being measured, please clearly identify that aspect. (NOTE: It is fine to aggregate data up from the course level, but reporting should be focused on the relevant PLOs to which the CLOs you measured map.)

PLO #4

*Communicate effectively about business management or logistic issues, including the demonstration of competence with a wide variety of electronic tools to research, analyze, manage, and present information orally and in writing.*

1. Please bold or highlight the assessment method(s) that most closely match your method(s) from the following list:

* Capstone assignment or course
* Content analysis
* Course-embedded assessment
* Observation
* Performance assessment
* Portfolio evaluation
* Reflective essay
* Standardized test
* Local test/exam
* Alumni survey
* Employer survey
* Faculty survey
* Focus group
* Student survey
* Exit interview
* Other (please describe below)
* Not applicable

1. If applicable, please provide the course name(s) & number(s) for each course and the number of sections included in the assessment for any given quarter

|  |  |  |
| --- | --- | --- |
| **Course name/number** | **Quarters assessed** | **Total number of sections** |
| **All BUS & LOG prefixed courses** | **F17, W17, Sp17** | **All** |
| **LOG 110** | **W17** | **1** |
|  |  |  |
|  |  |  |

1. Who was the lead faculty member for this project?  
   **MJ Oberhofer**
2. How many individual faculty members (fulltime and adjunct) are in your program? Give an approximate number if you are not certain. **5 full time; 9 adjunct**
3. Mark with an “X” the approximate percent of your (fulltime and adjunct) faculty who were involved in:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Planning the project | Submitting student work or administering an assessment in their class(es) | Reviewing the student work or other evidence | Interpreting and/or discussing the results |
| 10% or less | X | X | X | X |
| 11 – 25% |  |  |  |  |
| 26 – 50% |  |  |  |  |
| 51 – 75% |  |  |  |  |
| 75% or more |  |  |  |  |
| NA |  |  |  |  |

1. Mark with an “X” the approximate number of students/employers/alumni who participated or whose work was examined

|  |  |  |  |
| --- | --- | --- | --- |
|  | Students | Employers | Alumni |
| 15 or fewer | X | X | X |
| 15-25 |  |  |  |
| 26-75 |  |  |  |
| 75-125 |  |  |  |
| 126 or more |  |  |  |
| NA |  |  |  |

1. Please attach a copy of the assessment and (if you have it) instructions for scoring the assessment.
2. Describe your program’s anticipated results. Did you set a benchmark or target for acceptable aggregate attainment of the outcome(s) by your students For example: 80% of students will score at least 7 out of 10; 70% of students will attain a score of “meets expectations” or higher.

The purpose of this was to identify to what degree students were given the opportunity to practice and apply computer skills. Computer skills directly relate to employability.

1. Summarize the results of the assessment here or attach a Word document.

See attachment

1. Were the results of the assessment what you anticipated? Did your students achieve the benchmark, if you set one? n/a
2. What is your program’s initial interpretation of the results?

All business faculty need to be more intentional about providing opportunities for students to practice and apply basic Word and Excel skills. Because most of the program’s courses do not require our basic computer class, CU105, as a pre-requisite, faculty may need to provide basic instruction or include resources in conjunction with activities and assignments.

1. Which DLOs do the PLOs you measured map to? What are the implications of what you learned from your project for the DLOs?
2. Describe how you are responding to what you learned from the assessment. What changes are you making?

Faculty will be asked to look for opportunities in their courses to include activities and assignments for students to individually practice and apply business quality Word and Excel skills. Particular emphasis will be put on finding opportunities for incorporating Excel into courses as it is mostly absent but is required in the world of business.

1. How have you shared results and engaged in discussion with the appropriate constituents (provide dates or approximate dates for all that apply)?

|  |  |  |
| --- | --- | --- |
| **Activity** | **Date completed** | **Planned for** (projected date) |
| Department meeting(s) | 12/11/18 |  |
| Program meeting(s) | 12/11/18 |  |
| Division meeting(s) | n/a |  |
| Email | n/a |  |
| Website/Wiki | n/a |  |
| Other: shared Excel sheet with results |  |  |

1. Briefly describe your plan for ongoing monitoring of the impact of changes in order to inform further planning/improvement?

Program chair will work with faculty to develop curriculum to give students employable computer skills. Each full time faculty member will work towards incorporating one Excel-based assignment into each course over the course of the academic year. Resources (such as Youtube videos) will be included in course materials reviewing the basics of Excel and Word so that students have skills reinforced before application.

1. Where are you storing the documents associated with this assessment project?

Canvas shell/One Drive