



SLO Assessment Cycle for BUS 70

Principles of E-Business SLO Modified: [05/12/2010]

Dan Salah's Team Members:

1. [Dan Salah](#) (x5563) BUS
2. [Michele Fritz](#) (x8615) BUS

Additional Team members not on list/notes about team:

Dan Salah, Michele Fritz,

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Analyze and evaluate e-commerce business models including B2C, B2B, P2P, and others.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [04/29/2010]

Assessment Strategy Used:

Quarter: Winter 2010

Assessors: Dan Salah

Assessment Tools: Exams

Sections being assessed: 63z

Outcome 1: Reflect & Enhance Modified: [05/06/2010]

Number of people involved in Phase III: 1

Changes:

Methods:

I mapped 18 exam questions to this SLO. I tabulated the percentage correct for each individual question and for the 18 questions in total. I then reviewed each question individually.

Summary:

On average the class correctly answered the 18 questions mapped to this SLO 84% of the time. The high was 100% for 2 of the questions, and the low was 67%. Only 5 of the 18 questions were correctly answered by less than 80% of the class.

Overall, students did meet my expectations. However, in reviewing each of the questions individually, it became clear that the majority of questions mapped to this SLO required students only to recognize certain e-commerce business models. Not surprisingly, the 5 most difficult questions required students to truly "analyze and evaluate" e-commerce business models.

Enhancement (Part I):

Although students did meet my expectations overall, I plan to focus more on the ramifications of choosing one business model over another in future quarters. I believe this can be accomplished by adding relevant questions to the case study assignment already included in the course. This should force students to analyze the various e-commerce business models and develop a deeper understanding of each.

Enhancement (Part II):

No additional resources will be required.

Outcome 2: Statement Modified: []

Compare and contrast e-commerce marketing strategies and tactics.

Outcome 2: Assessment Planning Modified: [04/29/2010]

Assessment Strategy Used:

Quarter: Winter 2010

Assessors: Dan Salah

Assessment Tools: Exams

Sections being assessed: 63z

Outcome 2: Reflect & Enhance Modified: [05/06/2010]**Number of people involved in Phase III:** 1**Changes:****Methods:**

I mapped 25 exam questions to this SLO. I tabulated the percentage correct for each individual question and for the 25 questions in total. I then reviewed each question individually.

Summary:

On average the class correctly answered the 25 questions mapped to this SLO 81% of the time. The high was 100% for 4 of the questions, and the low was 48%. 9 of the 25 questions were correctly answered by less than 80% of the class.

Overall, students did meet my expectations. Based on a review of the individual questions, it is clear that students are able to recognize and distinguish among the various e-commerce marketing strategies and tactics discussed in the course. However, students are less able to translate that knowledge into a clear understanding of the pros and cons of each strategy. For example, students were able to distinguish among Affiliate, E-mail, Sponsorships, and Display Ad marketing campaigns. However, they were less able to determine which would be most susceptible to "customer hijacking."

Enhancement (Part I):

Although students did meet my expectations overall, I plan to focus more on the ramifications of choosing one marketing strategy over another in future quarters. I believe this can be accomplished by requiring students to incorporate a "promotions" page to the web site building exercise already included in the course, and then explain why they chose one form of promotion over another. This should force students to analyze the various e-commerce marketing strategies and develop a deeper understanding of each.

Enhancement (Part II):

No additional resources are required.

Outcome 3: Statement Modified: []

Create a functional e-commerce website.

Outcome 3: Assessment Planning Modified: [05/04/2010]**Assessment Strategy Used:**

Quarter: Winter 2010

Assessors: Dan Salah, Dan Salah

Assessment Tools: Portfolios • Student created web sites

Sections being assessed: 63z

Outcome 3: Reflect & Enhance Modified: [05/06/2010]**Number of people involved in Phase III:** 1**Changes:****Methods:**

I require each student to build a functional e-commerce web site using a free service called clicshop. I then evaluate and grade each student site.

Summary:

I was very satisfied overall with student performance against this SLO. This is a major assignment worth 20% of the course grade. Every student in the class completed the assignment, and only 3 students earned a C or less. Student feedback on this assignment was very positive. To the extent I identified an area of weakness, it was with the written content of the student sites. Students typically did an excellent job with the ideas, images, colors, etc., but could have improved the written description of products and the "About Us" section of their sites.

Enhancement (Part I):

I plan to require students to review and critique each others' sites in future quarters. The prospect of sharing one's creation with classmates may incite students to improve the written content of their work. In addition, students will inevitably recognize that more detailed descriptions are more realistic and likely to result in greater sales. I may

also have students place orders on their favorite classmate's web site and give additional points for the site with the highest sales.

Enhancement (Part II):

No additional resources are required.

[Number of Outcomes for BUS 70: 3]