



SLO Assessment Cycle for BUS 55

Introduction to Entrepreneurship SLO Modified: [04/28/2010]

Michele Fritz's Team Members:

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Additional Notes:

Outcomes:

Outcome 1: Statement Modified: []

Examine the steps required, the support available, and the tactics commonly employed by entrepreneurs starting a business.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [04/28/2010]

Assessment Strategy Used:

Quarter: Winter 2010

Assessors: Michele Fritz

Assessment Tools: Exams

Sections being assessed: 63Z

Outcome 1: Reflect & Enhance Modified: [04/28/2010]

Number of people involved in Phase III: 1

Changes:

Methods:

Ten multiple choice questions were selected from the midterm exam that directly demonstrate the "start up requirements" learning outcome. These questions were further classified according to Bloom's taxonomy of learning. Four questions were at the lowest levels of *knowledge and comprehension*. Five questions were at the middle levels of *application and analysis*. One question was classified at the highest *evaluation* level of learning. Performance on these questions was examined for the 39 students who took the midterm exam.

Summary:

Overall, the class performed well on this outcome. The class average performance for the ten questions was 80.9% correct.

Next, I evaluated performance on the questions grouped according to their level of learning. The results were as follows:

- At the knowledge/comprehension level, the class averaged 90% correct, with a range of from 82 to 97% correct among the four questions.
- At the analysis/application level, the class averaged 77% correct, with a range of from 62 to 97% correct among the five questions.
- At the evaluation level, the class was only 64% correct on this question.

Enhancement (Part I):

Overall the class demonstrated a reasonable level of learning for this SLO; therefore, primary teaching methods should be maintained. The outcome is written at the application level, and it appears that the majority of those who took the assessment are reaching this level.

I believe that the performance on the knowledge and comprehension questions may be inflated by the "open book" nature of online exams. Although the exam is timed at 1 minute per question, some students who work quickly may be able to look up some terms that they don't recall. I previously used a more aggressive time per question, but I found that ESL students had trouble completing the exam. I also want students to have adequate time to read the choices carefully and to

reflect.

Although this may be a concern for lower level questions, I don't believe that in the time allowed it would be possible to look up relevant materials for application or higher level questions. Therefore, I think that performance on these questions should be evidence of real learning.

It would be ideal for students to perform better at the evaluation level, even though this may be optimistic for an introductory undergraduate course. In order to better prepare students for evaluation level questions, I will consider including more of these in the review exercises in the course.

Enhancement (Part II):

I use open source Hot Potatoes tools to develop review exercises, so no additional resources will be required other than my time to develop them.

Outcome 2: Statement Modified: []

Critically evaluate business plans in terms of feasibility, investment potential, risk, and completeness.

Outcome 2: Assessment Planning Modified: [04/28/2010]

Assessment Strategy Used:

Quarter: Winter 2010

Assessors: Michele Fritz

Assessment Tools: Written Reports

Sections being assessed: 63Z

Outcome 2: Reflect & Enhance Modified: [04/29/2010]

Number of people involved in Phase III: 1

Changes:

Methods:

In the tenth week of the quarter, students are asked to watch a streaming video in which 2 entrepreneurs are interviewed about their venture. After the video, students are asked to select one of the two business plans from the entrepreneur in the video to read and analyze. In a discussion forum, students post their analysis of the selected plan in terms of investment potential, feasibility, risk, and completeness. These are graded according to a discussion rubric which is available in the syllabus.

Summary:

The class average was 80% or (8 out of 10 points) on this assignment. In general students were able to identify pertinent issues related to the relative risk, investment potential, missing elements in the business plan. Although students are allowed to read the analysis posted by other students before them, each student was required to submit original ideas in their post, or they were asked to redo parts of the assignment until substantially new insights were produced.

Of the 37 students in the class during the tenth week of the quarter, there were three who did not attempt the assignment at all, and two that had partially completed the assignment. One of the students who partially attempted the assignment failed to show competence in the SLO, so a total of 4 of 37 students were unable to perform this SLO.

My observation is that the number one problem associated with online learning is students who fail to do the assigned work. I know that online students are often schedule-challenged. I am very aggressive in dropping students who fall behind, but I still encounter students who neglect the course assignments and thus do not learn.

Enhancement (Part I):

In general, this assessment shows that the activities in the course prior to this exercise are doing a good job of preparing students for the task of evaluating business plans.

Although I email students who do not complete assignments, I suspect that my emails may sometimes go into spam folders. I don't really know how to motivate these students to do their work.

Enhancement (Part II):

I think that if the school is committed to online education as a growing part of its offering, we should have staff to phone students about

missing assignments. These personnel could be trained "interventionists" who assist students in identifying strategies for completing their work or direct them to resources (tutoring center, labs, etc.) so that they can become successful online learners.

[Number of Outcomes for BUS 55: 2]