**Demonstration of Learning:** What assignments or projects demonstrate student learning outcomes are achieved?

*Note: evidence of learning contained in Assessment methods and Findings sections.*

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment methods</th>
</tr>
</thead>
</table>
| Produce mailable quality business documentation presentations | - BUS 132: Writing internal/external business documentation (e.g. memos, letters, reports, tables) in standardized formats in bi-weekly modular assignments and end-of-quarter Technical Portfolio compilation.  
- Analyzed by peer collaborations and assessed by instructor review. |
| Demonstrate awareness and respect of multi-cultural and intellectual diversity | - BUS 140: Researching and preparing a comprehensive intercultural report on global customer relations.  
- Written report evaluated by instructor and interactive team presentations assessed by peers. |
| Demonstrate personal/business ethics and productive employer/employee interactions | - BUS 197: Applying learning objectives developed and negotiated with industry supervisors.  
- Learning Objective Agreement and Student Performance Evaluation completed by employers. |
| Demonstrate creativity and adaptability in business environments | - BUS 185: Designing a social entrepreneurship business plan for developing countries.  
- Evaluated by a collaboration of interdisciplinary instructors. |
| Demonstrate self-esteem and self-confidence in group, as well as individual, activities | - BUS 216: Researching business etiquette in preparation for a formal business luncheon attended by professional business executives.  
- Business etiquette techniques assessed by collaborative pre-luncheon demonstrations. |
| Demonstrate effective interpersonal skills, leadership, initiative, self- | - BUS 172: Developing a campus-wide personnel database demonstrating letter writing, interviewing, consulting, project planning, and campus employee training.  
- Assessed by training participant surveys and interactive student-instructor analysis. |
motivation, and independence in project completion

Demonstrate resourceful networking skills
- BUS 140: Negotiating with industry representatives to arrange a job shadowing session and interviewing primary sources for intercultural customer relations project.
- Assessed by comprehensive written report and team-integrated, audience-interactive presentation.

Apply ergonomic and safety factors in the workplace
- BUS 170: Researching, compiling, and documenting best practice ergonomic methods relevant to various industry environments.
- Assessed by instructor and peer review.

EXTERNAL EVIDENCE? Alumni, employer, Curriculum Review, Technical Advisory Committee feedback?

Technical Advisory Committee (TAC): BIT meets with industry-comprised TAC twice yearly to review current program offerings and provide advice about new competencies demanded by industry.

Curriculum Review: Following committee review, BIT received commendations on faculty credentials, integrated curriculum design, and project-based outcomes. Recommendations included course outline updates and improvement of computerized assessment data collection.

Cooperative Education: Faculty coordinators conduct onsite internship visits to assess the quality of student work performance with company supervisors.

FINDINGS: What have you learned from your outcomes assessment activities?

Students are integrating skills from all their coursework and experiences as evidenced by creation of comprehensive project orientations e.g. BUS 171 “Train-the-Trainer” component.

BIT has identified that students are not able to collaborate as efficiently as demanded by industry because of computer network infrastructure limitations.

Critical thinking and time management skills need to continually be expanded in the BIT curriculum.
2008 PROGRAM OUTCOMES ASSESSMENT SUMMARY REPORT

PROGRAM: BUSINESS INFORMATION TECHNOLOGY - AAS DEGREE AND CERTIFICATE

DATE: 8 JANUARY 2008

ACTIONS TAKEN: What program changes have you made in the last three years? -- WHAT WAS THE IMPETUS FOR CHANGE?

BUS 216: The Professional Development class conducts a professional business luncheon in collaboration with the Culinary Arts Academy in order to prepare students for professional business interactions.

2004: BIT actively participated in the Assessment as Learning initiative.

October 2007: Instructors began revising BIT program-level outcomes.

BUS 131: BIT instructors collaborated and negotiated with administration to incorporate an experienced ESL instructor from Basic and Transitional Studies to teach the Integrated Communications I course.

Team Teaching: BIT instructors designed and implemented a collaborative teaching methodology for BUS 170 and BUS 172 in order to maximize student learning outcomes and to expand BIT Program outcomes.

ACTIONS PLANNED: What program changes or new assessment activities are you planning for next year?

Promote the integrated BIT Program philosophy by creating curriculum collaborations within SCCD, partnerships with industry, globally-impacting student project orientations.

- Modular Certificates: BIT faculty is designing specialized Business Information Technology Certificates in Accounting, Project Management, and Business Systems Analyst for individuals who want to develop specific skills but do not want to complete the longer degree or certificate programs.

- Design a Curriculum (DACUM): BIT faculty is negotiating with the Executive Dean of Workforce Education for BIT Program review and enhancements from industry representatives.

- BUS 185: This Small Business Management class is creating a best practices business model for the Global Impact Program in the International Education Program to deliver as part of an aid development trip to Peru.

- BUS 170/BUS 172: These two Business Information Technology courses are collaborating with the Information Technology Program to teach Microsoft Outlook 2007.

Seattle University/SCCC Partnership: BIT faculty is coordinating local business mitigation consulting project orientations between Seattle Central Community College and Seattle University, e.g. beginning with Information Technology Programs.
Program Name: Business Information Technology – AAS Degree & Certificate

Theme(s): Customer Service, diversity, integrated communications, life-long learning, professionalism
Program Role: Program prepares students for entry level business occupations or for transfer to a four-year business program.

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Courses</th>
<th>Assessment Tasks</th>
<th>Intended Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School Diploma or GED</td>
<td>Certificate BUS 131, BUS 140, BUS 170 BUS 113, BUS 116, BUS 132 BUS 171, BUS 172, BUS 182 BUS 197, BUS 216 For AAS, in addition to the above BUS 100, BUS 101, BUS 103 BUS 178, BUS 181, BUS 185 CMN 105, MIC 120, ACC 210 General Elective 10cr.</td>
<td>Workforce advising</td>
<td>1. Produce mailable business documentation presentations.</td>
</tr>
<tr>
<td>Eligibility for ENG 101</td>
<td></td>
<td>BUS 172 - Train-the-Trainer project on new software applications</td>
<td>3. Demonstrate personal/business ethics and productive employer &amp; employee interactions.</td>
</tr>
<tr>
<td>Eligibility for MAT 081</td>
<td></td>
<td>BUS140 - written report and oral team presentation on intercultural global customer relations</td>
<td>4. Demonstrate creativity and adaptability in business environments.</td>
</tr>
<tr>
<td>BUS 104 or 25 net keyboarding words per minute</td>
<td></td>
<td>Mid-Program advising</td>
<td>5. Demonstrate self-esteem and confidence in group, as well as individual, activities.</td>
</tr>
<tr>
<td>Workforce Advising</td>
<td></td>
<td>BUS 216 – Professional Portfolio</td>
<td>6. Demonstrate effective interpersonal skills, leadership, initiative, self-motivation, and independence in project completion.</td>
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<td></td>
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<td>BUS 197 - Capstone work experience</td>
<td>7. Demonstrate resourceful networking skills.</td>
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<td></td>
<td></td>
<td>Graduation Application</td>
<td>8. Apply ergonomic and safety factors in the workplace.</td>
</tr>
</tbody>
</table>

What must students understand to demonstrate the intended outcome?
What skills must students master to demonstrate the intended outcome?
What will students do in here to demonstrate evidence of the outcome?
What do students need to be able to DO “out there” that we’re responsible for “in here”?

Adapted from POG by Ruth Stiehl
Intended Learning Outcomes:
1. Produce mailable business documentation presentations.
2. Demonstrate awareness and respect of multi-cultural and intellectual diversity.
3. Demonstrate personal/business ethics and productive employer/employee interactions.
4. Demonstrate creativity and adaptability in business environments.
5. Demonstrate self-esteem and confidence in group, as well as individual, activities.
6. Demonstrate effective interpersonal skills, leadership, initiative, self-motivation, and independence in project completion.
7. Demonstrate resourceful networking skills.
8. Apply ergonomic and safety factors in the workplace.
Program Assessment Inventory

Program: Business Information Technology – AAS Degree and Certificate

Assessment methods used to determine that students are prepared to succeed and that they have achieved the program learning outcomes when they complete degrees or certificates.

<table>
<thead>
<tr>
<th></th>
<th>Early program</th>
<th>Mid program</th>
<th>End of program</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students are prepared to learn (prerequisites)</strong></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>ASSET test scores</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>COMPASS test scores</td>
<td></td>
<td>X</td>
<td></td>
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<tr>
<td>SLEP test scores</td>
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<td></td>
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<tr>
<td>Keyboarding proficiency</td>
<td>25 net wpm</td>
<td>45 net wpm</td>
<td>60 net wpm</td>
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<td></td>
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<tr>
<td><strong>Students are assessed as they move through the program</strong></td>
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<tr>
<td>Competencies assessment</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Internship feedback</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Pre-Mid-Post assessment</td>
<td>BUS 131, BUS 132, BUS 170, BUS 171, BUS 172, BUS 197, BUS 216</td>
<td>X</td>
<td></td>
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<tr>
<td>Service Learning experience feedback</td>
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<tr>
<td>Student course evaluations</td>
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<td></td>
<td>Conducted quarterly</td>
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<td>Student focus groups</td>
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<tr>
<td>Student grades</td>
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<td>Conducted quarterly</td>
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<td>Student interviews</td>
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<tr>
<td>Student self assessment</td>
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<td>Integrated throughout program</td>
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<tr>
<td>Student surveys</td>
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<tr>
<td>Student peer assessment</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>Students are assessed as they complete the program</strong></td>
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<tr>
<td>Completion statistics</td>
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<td></td>
<td>By college</td>
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<tr>
<td>Capstone projects</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Graduation statistics</td>
<td></td>
<td></td>
<td>By college</td>
</tr>
<tr>
<td>Portfolios</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Presentations</td>
<td>X</td>
<td>X</td>
<td>X</td>
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<tr>
<td><strong>External assessment data is collected</strong></td>
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<tr>
<td>Transfer rates</td>
<td></td>
<td></td>
<td>By college</td>
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<tr>
<td>Employer surveys</td>
<td></td>
<td></td>
<td>X</td>
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<tr>
<td>Technical Advisory Committee</td>
<td></td>
<td></td>
<td>Meets twice yearly</td>
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<tr>
<td>License certification success rates</td>
<td></td>
<td></td>
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<tr>
<td>Performance in 4 year programs</td>
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<tr>
<td>Employment rates</td>
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<tr>
<td>Salary statistics</td>
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<tr>
<td>Survey of former students</td>
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</tbody>
</table>
**Business Information Technology (AAS)**

Students will demonstrate effective communication, computation, critical thinking, technological, human relations, and problem-solving skills necessary to be successful in the workplace and to assume training and managerial responsibilities.

Students will demonstrate basic computer literacy in information processing, spreadsheets, databases, records management, desktop publishing, web design and maintenance, and records management.

Students will:

1. Produce mailable business documentation presentations.
2. Demonstrate awareness and respect of multi-cultural and intellectual diversity.
3. Demonstrate personal/business ethics and productive employer/employee interactions.
4. Demonstrate creativity and adaptability in business environments.
5. Demonstrate self-esteem and confidence in group, as well as individual, activities.
6. Demonstrate effective interpersonal skills, leadership, initiative, self-motivation, and independence in project completion.
7. Demonstrate resourceful networking skills.
8. Apply ergonomic and safety factors in the workplace.

**Business Information Technology (Certificate)**

Students will integrate effective communication, computer literacy in information processing/spreadsheets/database management, business computations and documentation to acquire and promote in successful employment.

Students will:

1. Produce mailable business documentation presentations.
2. Demonstrate awareness and respect of multi-cultural and intellectual diversity.
3. Demonstrate effective interpersonal skills, leadership, initiative, self-motivation, and independence in project completion.
4. Demonstrate resourceful networking skills.
5. Apply ergonomic and safety factors in the workplace.

What do we want the student to do “out there” that we’re responsible for “in here”?

1. Communicate effectively in various modalities in order to negotiate with internal and external customers
   - Communicate ideas
   - Train others (train the trainers)
   - Write persuasively in order to
     - sell a business plan
     - create a PR statement
   - Negotiate customers & contracts
   - Effective public speaking

2. Work collaboratively with internal and external customers in order to provide products and services
   - Provide solutions
   - Quantitative & qualitative reasoning
   - Trouble-shooting
   - Think critically
   - Brainstorm
   - Present ideas
   - Collaborate virtually

3. Actualize professional qualities in leadership, ethics and adaptability (“in order to”?)
   - Intercultural sensitivity
   - Sense of social engagement & responsibility
   - Skill transferability
   - Entrepreneurial
   - Life-long learning
   - Identify & utilize assets

4. Utilize technology in order to analyze and manage information
   - Work efficiently
   - Manage records
   - Create web pages
   - Integrate the academic into the practical
   - Analyze business information and environment
   - Analyze data
   - Format business documents
   - Work ergonomically and safely