

Section Innovation Plan

Action Plan Report by Respondent

Business

Date: 12/16/2016

Status: Not Started

Status Summary:

Summary

Term	Total Actions	Completed Actions	Incomplete Actions	Resource Requests
Spring 2016	260	120	140	0

Detail by Respondent

Section Level Responses					
Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
APP >> Business >> BSAD2221 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Students attending class, especially on homework review nights were able to successfully complete this course.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	This offline section of learners produced success when students did all their homework. There is a direct correlation between reading the theory, looking at the proposed method and process for solving a problem, and then actually doing the process.	2016-08-08	
APP >> Business >> BUSN1050 >> Section 40 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Students who are able to study and learn material on their own did well in this offline section. The textbook is very good in this course, and students who can read and then follow directions are successful in this course.	2016-08-08	
APP >> Business >> BUSN1053 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Students worked well with the overview lectures of computerized accounting and then working through each lab pack with specific tasks identified.	2016-08-08	
APP >> Business >> BUSN1059 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 32 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Performance of business equations.	2016-08-21	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
APP >> Business >> BUSN1500 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Students showed the greatest strength in being able to differentiate between types of organizations, resources, and structures found in business.	2016-08-30	
APP >> Business >> BUSN1500 >> Section 40 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Students showed a good understanding of business by being able to connect their future career goals with current businesses.	2016-09-13	
APP >> Business >> BUSN1500 >> Section 41 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Several major products are required in this course, and students who did all of them succeeded in this course.	2016-08-08	
APP >> Business >> BUSN1510 >> Section 40 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Students showed the greatest strength in being able to document how their learning about communications has changed and enabled them to be more effective in a variety of work settings.	2016-09-13	
APP >> Business >> BUSN1560 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Most students came into this course very prepared.	2016-08-29	
APP >> Business >> BUSN1601 >> Section ZZ - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Student came in very prepared.	2016-08-29	
APP >> Business >> BUSN1603 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1603 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Excellent students	2016-09-02	
APP >> Business >> BUSN2001 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2001 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
APP >> Business >> BUSN2002 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2275 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated strengths in their learning.	Reflection	Anonymous	Reading for concepts is a critical skill in this course because it has analysis and critical thinking as a essential outcomes. Students who can do close reading, think critically, and question their understanding compared with their readings have done well in this course.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	There are troublesome areas in managerial accounting: process costing and variance analysis. This continued to be the case in this section.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Many students failed to simply do the topic paper in this section. Many who did not do all the homework assigned found the assessments to be difficult to complete successfully.	2016-08-08	
APP >> Business >> BUSN1050 >> Section 40 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	There are not gaps per se, just that students are not successful when they do not do all the homework, do not read the text and do the sample exercises, and do not plan the time needed for the rigor demanded in this course.	2016-08-08	
APP >> Business >> BUSN1053 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Students who had taken their financial accounting more than a semester earlier, had to do some extra work to try to remember the basics. This course does not cover this important aspect because it assumes that students know the basics. It is a course designed to have students apply the basics in many business settings.	2016-08-08	
APP >> Business >> BUSN1059 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 32 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Time on task	2016-08-21	
APP >> Business >> BUSN1500 >> Section 20 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Some, but not all, showed a learning gap in their ability to identify the areas of social responsibility in a business environment.	2016-08-30	
APP >> Business >> BUSN1500 >> Section 40 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Students showed the biggest gap in being able to create a hierarchy and management model.	2016-09-13	
APP >> Business >> BUSN1500 >> Section 41 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	The identified gaps are in those students who are not reading the book and studying the concepts in each chapter which means they do not have the content required to provide sufficient discussions, correctly identify answers to objective questions, and unable to apply the concepts and processes in applied learning applications.	2016-08-08	
APP >> Business >> BUSN1510 >> Section 40 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	Students showed the biggest gap in presenting formal presentations.	2016-09-13	
APP >> Business >> BUSN1560 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	A few of the students had not really used a keyboard before. Those students are normally re entry students who have been away from school for awhile. It took a bit longer for them to learn the keyboard.	2016-08-29	
APP >> Business >> BUSN1601 >> Section ZZ - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	none	2016-08-29	
APP >> Business >> BUSN1603 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN1603 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	none	2016-09-02	
APP >> Business >> BUSN2001 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2001 >> Section 31 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 30 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 31 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection		No Action Taken		
APP >> Business >> BUSN2275 >> Section 20 - Spring 2016					
Briefly describe where your students demonstrated gaps in their learning.	Reflection	Anonymous	When students are not doing all the assigned reading, they cannot (an do not) do the required products used to assess their proficiency. There were not specific gaps that seem to regularly challenge these business law students that are typically found in other courses.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 20 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	Students continue to let me know that homework review nights are always the most helpful to them.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 30 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	Students actually elected to NOT do some of their work once they earned a grade they were satisfied with in this section.	2016-08-08	
APP >> Business >> BUSN1050 >> Section 40 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	Students who asked questions of the instructor did better in this section. Several students commented that they liked the reflective part of the homework where they had to identify their mistakes in their thinking and strategies and then how they will change these in the future to not repeat the same mistakes.	2016-08-08	
APP >> Business >> BUSN1053 >> Section 20 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	<p>Informal surveys continue to reveal students genuinely like this course, especially after doing all their accounting courses by hand, not by computer. There is always a strong thread of appreciation in students who take this course. They also appreciate that this course uses QuickBooks, the most popular software for accounting in the US. They all believed that they had better chances of getting work because of their skills in this program. Students continue to like the lab packs, but these need to be updated to a newer version of QuickBooks.</p> <p>Negatively, this new lab configuration is NOT WORKING! Students at the end of line of computers would wait for what seemed like forever for their data to move back and forth on the campus computers. This is not an acceptable solution for our computer labs.</p>	2016-08-08	
APP >> Business >> BUSN1059 >> Section 30 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 31 - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 32 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	Those that did very well, there was close communication between myself and the student and they were very motivated.	2016-08-21	
APP >> Business >> BUSN1500 >> Section 20 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	I found that students enjoyed starting the course with an idea for a business they would like to start and then applying the concepts we were learning in class to their own business plan.	2016-08-30	
APP >> Business >> BUSN1500 >> Section 40 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	The assessment does not do a great job of assessing students ability to create a hierarchy and management model.	2016-09-13	
APP >> Business >> BUSN1500 >> Section 41 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	Student surveys show that students continue to highly value their "Career Projects." Most students find the discussions to be their "favorite" part of the course requirements. All students reported they were satisfied with the amount of work required in this course that was needed to earn the grade they wanted.	2016-08-08	
APP >> Business >> BUSN1510 >> Section 40 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	We need to rethink the accuracy of the assessments ability to properly measure students ability to prepare and present formal presentations.	2016-09-13	
APP >> Business >> BUSN1560 >> Section 20 - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 30 - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 31 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	Many students just took the course for an additional unit. They were likely already very proficient. Those that were not proficient already had to practice to show improvement.	2016-08-29	
APP >> Business >> BUSN1601 >> Section ZZ - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 30 - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 31 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	This group of students actually came in much more prepared and already proficient.	2016-08-29	
APP >> Business >> BUSN1603 >> Section 30 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN1603 >> Section 31 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	The sample is so small, however these were just a couple of excellent, highly motivated students.	2016-09-02	
APP >> Business >> BUSN2001 >> Section 30 - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN2001 >> Section 31 - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 30 - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 31 - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 30 - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 31 - Spring 2016					
What additional information did you glean from your findings?	Reflection		No Action Taken		
APP >> Business >> BUSN2275 >> Section 20 - Spring 2016					
What additional information did you glean from your findings?	Reflection	Anonymous	Students continue to value this course and find it very useful. Two students from this semester bought their books! My survey results showed that there was a good distribution between those students who liked doing the case studies, enjoyed the current event assignments, or working with objective content questions. This course only covers 48 of the 52 chapters in the textbook, and a couple of students shared with me that they wanted to cover the missing chapters, too.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 20 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	The course uses cases taken from field work performed by accountants.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 30 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Accounting always uses actual case studies, scenarios, and vignettes for their assessments.	2016-08-08	
APP >> Business >> BUSN1050 >> Section 40 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	This course uses scenarios, vignettes, and applied problems to assess SLO mastery.	2016-08-08	
APP >> Business >> BUSN1053 >> Section 20 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Students actually set up a company and record opening entries, routine entries, adjusting entries, closing entries, and produce financial statements. These form the basis of their SLOs.	2016-08-08	
APP >> Business >> BUSN1059 >> Section 30 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 31 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 32 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Business like problem solving.	2016-08-21	
APP >> Business >> BUSN1500 >> Section 20 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Students went through the process of creating a business model and business plan for a business they would like to start. They then presented their model and highlights from their plan. As part of the presentation they explained their form of business ownership, explained a SWOT analysis, hierarchy and management model, and ethical & social responsibility expectations of their business.	2016-08-30	
APP >> Business >> BUSN1500 >> Section 40 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Students perform a self-assessment to determine which careers may be a good fit for their future. Throughout the course they then complete a resume, cover letter, and interview preparation assignment.	2016-09-13	
APP >> Business >> BUSN1500 >> Section 41 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	This course uses case studies, scenarios, and vignettes along with discussions and metacognitive reflections to assess SLO mastery.	2016-08-08	
APP >> Business >> BUSN1510 >> Section 40 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Students documented in a professional memorandum how learning about communications in this course has changed and enabled you to be more effective in a variety of work settings.	2016-09-13	
APP >> Business >> BUSN1560 >> Section 20 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 30 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 31 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Actual timed tests to determine if students had enough speed to qualify them for a office position.	2016-08-29	
APP >> Business >> BUSN1601 >> Section ZZ - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 30 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 31 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Timed tests to ensure they are	2016-08-29	
APP >> Business >> BUSN1603 >> Section 30 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN1603 >> Section 31 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	Final project similar to what a student would experience in the work place.	2016-09-02	
APP >> Business >> BUSN2001 >> Section 30 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN2001 >> Section 31 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 30 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 31 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 30 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 31 - Spring 2016					
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection		No Action Taken		
APP >> Business >> BUSN2275 >> Section 20 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What methods of authentic assessment did you employ to determine SLO results for your students?	Reflection	Anonymous	The course uses actual court cases and scenarios as authentic assessments. I also use role playing and mock courtroom discussions to assess levels of proficiency on SLOs.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 20 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	This section was high performing. No changes are anticipated due to these results.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 30 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	The key to increasing program metrics will be to improve section metrics. Persistence and diligence are continuing challenges in this program.	2016-08-08	
APP >> Business >> BUSN1050 >> Section 40 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	The course success rate is a bit low, but three of the students should have dropped before Census Date. This would have improved the course success which would lead to improved program success.	2016-08-08	
APP >> Business >> BUSN1053 >> Section 20 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	No changes are needed to improve the program by way of this course.	2016-08-08	
APP >> Business >> BUSN1059 >> Section 30 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 31 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 32 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	This can better prepare students for the 2nd level courses	2016-08-21	
APP >> Business >> BUSN1500 >> Section 20 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	My findings can lead to changes that can be made at the course level. As positive changes are made to courses, the programs are strengthened as a result.	2016-08-30	
APP >> Business >> BUSN1500 >> Section 40 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	I believe a program is as strong as its weakest course. The findings that are generated from the SLO process will help show areas that can be improved in each course. If each course improves, the overall program will show improvement as well.	2016-09-13	
APP >> Business >> BUSN1500 >> Section 41 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	Students need to be made aware of the rigor and discipline needed in distance learning courses so that they will be able to complete their programs with minimal surprises along the way especially since so many of the Applied Tech division courses are delivered by distance learning.	2016-08-08	
APP >> Business >> BUSN1510 >> Section 40 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	Improving students ability to communicate professionally will strengthen their performance throughout the program.	2016-09-13	
APP >> Business >> BUSN1560 >> Section 20 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
APP >> Business >> BUSN1601 >> Section 30 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 31 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	There may not be a need for this beginning course in our programs. There is a possibility that college keyboarding and document processing may be more relevant to the program.	2016-08-29	
APP >> Business >> BUSN1601 >> Section ZZ - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 30 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 31 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	No Action Taken		
APP >> Business >> BUSN1603 >> Section 30 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN1603 >> Section 31 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	none	2016-09-02	
APP >> Business >> BUSN2001 >> Section 30 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN2001 >> Section 31 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 30 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 31 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 30 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 31 - Spring 2016					
How might your findings relate to program improvement?	Reflection		No Action Taken		
APP >> Business >> BUSN2275 >> Section 20 - Spring 2016					
How might your findings relate to program improvement?	Reflection	Anonymous	Higher success rates in the class are translating to higher success in program completion.	2016-08-08	

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
APP >> Business >> BSAD2221 >> Section 20 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	Other methods for teaching accounting to students besides traditional problems and processes.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 30 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	Innovations in teaching managerial accounting and keeping students motivated to persist in offline courses.	2016-08-08	
APP >> Business >> BUSN1050 >> Section 40 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	How to improve student persistence, and also how to help students know before Census Date whether or not the course is too difficult to attempt in the distance learning format.	2016-08-08	
APP >> Business >> BUSN1053 >> Section 20 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	Update on QuickBooks to 2016!	2016-08-08	
APP >> Business >> BUSN1059 >> Section 30 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 31 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN1059 >> Section 32 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	none	2016-08-21	
APP >> Business >> BUSN1500 >> Section 20 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	A professional development activity that I am always looking for is simulation scenarios that provide the framework for an authentic assessment.	2016-08-30	
APP >> Business >> BUSN1500 >> Section 40 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	A professional development activity that I am always looking for is training with latest technology that can be used to enhance the students experience in the classroom.	2016-09-13	
APP >> Business >> BUSN1500 >> Section 41 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	Ways to increase student motivation and to prepare students for the rigor of online courses.	2016-08-08	
APP >> Business >> BUSN1510 >> Section 40 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	A professional development activity that helps me teach students better writing skills.	2016-09-13	
APP >> Business >> BUSN1560 >> Section 20 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 30 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN1601 >> Section 31 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	Review of other textbooks, however I really like this text. It is very clear for students.	2016-08-29	
APP >> Business >> BUSN1601 >> Section ZZ - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 30 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN1602 >> Section 31 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	No Action Taken		
APP >> Business >> BUSN1603 >> Section 30 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN1603 >> Section 31 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	none	2016-09-02	
APP >> Business >> BUSN2001 >> Section 30 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN2001 >> Section 31 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 30 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN2002 >> Section 31 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 30 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN2003 >> Section 31 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection		No Action Taken		
APP >> Business >> BUSN2275 >> Section 20 - Spring 2016					
What professional development activities would assist you in improving your course or program?	Reflection	Anonymous	None was identified in this course.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 20 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Students are encouraged to use "YouTube," the library, and the internet to search out topics they need help with when doing their work. A video collection on the course topics could be of great help, especially for those at the facilities and offline students.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 30 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Offline students often need extra resources on processes in accounting. These are readily available on the internet, "YouTube," and in the library.	2016-08-08	
APP >> Business >> BUSN1050 >> Section 40 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Tutoring is helpful, and a few students have used this service with success.	2016-08-08	
APP >> Business >> BUSN1053 >> Section 20 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	No other resources were identified as being needed.	2016-08-08	
APP >> Business >> BUSN1059 >> Section 30 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN1059 >> Section 31 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN1059 >> Section 32 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	More time spent learning the material.	2016-08-21	
APP >> Business >> BUSN1500 >> Section 20 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	New up-to-date case studies of modern businesses.	2016-08-30	
APP >> Business >> BUSN1500 >> Section 40 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Short video clips of current business practices to give students a stronger visual of how to apply the concepts they are learning about.	2016-09-13	
APP >> Business >> BUSN1500 >> Section 41 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Internet resources are always helpful!	2016-08-08	
APP >> Business >> BUSN1510 >> Section 40 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Any outside assistance that would improve the students writing skills would be useful.	2016-09-13	
APP >> Business >> BUSN1560 >> Section 20 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN1601 >> Section 30 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN1601 >> Section 31 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	Practice in the library or wherever they can find internet access.	2016-08-29	
APP >> Business >> BUSN1601 >> Section ZZ - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN1602 >> Section 30 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN1602 >> Section 31 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	none	2016-08-29	
APP >> Business >> BUSN1603 >> Section 30 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN1603 >> Section 31 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	time on task	2016-09-02	
APP >> Business >> BUSN2001 >> Section 30 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN2001 >> Section 31 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN2002 >> Section 30 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN2002 >> Section 31 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN2003 >> Section 30 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN2003 >> Section 31 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources		No Action Taken		
APP >> Business >> BUSN2275 >> Section 20 - Spring 2016					
What types of assistance outside of the classroom would benefit the students in mastery of the SLOs, ie tutoring, workshops, resources in the library, from student services, etc?	New Resources	Anonymous	No outside resources are required, but I always encourage students to use the internet to look up specific concepts that they may not understand when trying to do their homework and projects.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 20 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	None have been identified.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 30 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	None identified.	2016-08-08	
APP >> Business >> BUSN1050 >> Section 40 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	None identified in this section.	2016-08-08	
APP >> Business >> BUSN1053 >> Section 20 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	We will need to update to QuickBooks 2016 in the lab. Negatively, this new lab configuration is NOT WORKING! Students at the end of line of computers would wait for what seemed like forever for their data to move back and forth on the campus computers. This is not an acceptable solution for our computer labs.	2016-08-08	
APP >> Business >> BUSN1059 >> Section 30 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
APP >> Business >> BUSN1059 >> Section 31 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN1059 >> Section 32 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	n/a	2016-08-21	
APP >> Business >> BUSN1500 >> Section 20 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	I would like to continue to develop or purchase simulations that would serve as authentic assessments for students.	2016-08-30	
APP >> Business >> BUSN1500 >> Section 40 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	I would like to continue to develop or purchase simulations that would serve as authentic assessments for students.	2016-09-13	
APP >> Business >> BUSN1500 >> Section 41 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	None have been identified in this section.	2016-08-08	
APP >> Business >> BUSN1510 >> Section 40 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Any technology that would help students to prepare and present formal presentations in addition to PowerPoint would be helpful.	2016-09-13	
APP >> Business >> BUSN1560 >> Section 20 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN1601 >> Section 30 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN1601 >> Section 31 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	Upgrading of Microsoft word to 2016.	2016-08-29	
APP >> Business >> BUSN1601 >> Section ZZ - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN1602 >> Section 30 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN1602 >> Section 31 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	No Action Taken		
APP >> Business >> BUSN1603 >> Section 30 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN1603 >> Section 31 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	none	2016-09-02	
APP >> Business >> BUSN2001 >> Section 30 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN2001 >> Section 31 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN2002 >> Section 30 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN2002 >> Section 31 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN2003 >> Section 30 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN2003 >> Section 31 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources		No Action Taken		
APP >> Business >> BUSN2275 >> Section 20 - Spring 2016					
Please list any additional technology or resources would improve SLO results?	New Resources	Anonymous	None was identified in this section.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 20 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	This course has been adjusted to add another week for process costing and for standard costing. This has improved student scores in these sections. One change that did NOT help students was the change made to the topic paper rubric. I limited the number of characteristics I wanted to examine and, in doing so, I made the rubric much too harsh and limited. I will revise this again before I run this class next year.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 30 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Encourage students to "plan their work and work their plan." One change I made that did NOT help was in the topic paper rubric. I reduced the number of characteristics I wanted to grade in the papers which made the rubric too harsh. This will be revised before I teach this course again.	2016-08-08	
APP >> Business >> BUSN1050 >> Section 40 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	It would be good to refer students to online resources that are readily available in "YouTube" and internet searches. There are no advanced concepts in this course, and there are many resources available for students who will look for them.	2016-08-08	
APP >> Business >> BUSN1053 >> Section 20 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	None were identified in this section. Since it was so small, it was easy to work one-on-one with students to help them accomplish their objectives and SLOs.	2016-08-08	
APP >> Business >> BUSN1059 >> Section 30 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1059 >> Section 31 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1059 >> Section 32 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Better communication.	2016-08-21	
APP >> Business >> BUSN1500 >> Section 20 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Spend more time in class discussing the four areas of social responsibility and steps business can take to becoming socially responsible. This is currently only addressed at the beginning of the course.	2016-08-30	
APP >> Business >> BUSN1500 >> Section 40 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	I think a different assessment choice would be more appropriate for the course SLOs.	2016-09-13	
APP >> Business >> BUSN1500 >> Section 41 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	This course was a mixture of majors. The majority of the students were business majors of whom most did well in this course. Other students admitted to just looking for some credits, and most of these did not do as well in this section. There was much more work required than they thought would be in this course.	2016-08-08	
APP >> Business >> BUSN1510 >> Section 40 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Need to figure out a better way for online students to demonstrate their ability to make a formal presentation.	2016-09-13	
APP >> Business >> BUSN1560 >> Section 20 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1601 >> Section 30 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1601 >> Section 31 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	Identify those who need extra time on task. (Practice)	2016-08-29	
APP >> Business >> BUSN1601 >> Section ZZ - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1602 >> Section 30 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1602 >> Section 31 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	none	2016-08-29	
APP >> Business >> BUSN1603 >> Section 30 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1603 >> Section 31 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	none	2016-09-02	
APP >> Business >> BUSN2001 >> Section 30 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2001 >> Section 31 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2002 >> Section 30 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2002 >> Section 31 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2003 >> Section 30 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2003 >> Section 31 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2275 >> Section 20 - Spring 2016					
What types of changes within your course do you think would assist your students in mastery of the SLOs?	Faculty Proposed Actions	Anonymous	This course was revised this semester to add more different elements into the assessment process. This seems to have worked very well. Only 4 of 28 students got either "D" or failed this section. Two of the 4 should have been dropped at Census Date. I believe I am getting this course "fine tuned" so that students who are willing to do the required assessments will be successful.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 20 - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	The course results will be shared in division meetings.	2016-08-08	
APP >> Business >> BSAD2221 >> Section 30 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	These findings will be shared in our division meetings.	2016-08-08	
APP >> Business >> BUSN1050 >> Section 40 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	These results will be discussed in division meetings.	2016-08-08	
APP >> Business >> BUSN1053 >> Section 20 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	The results of this class are shared in division meetings.	2016-08-08	
APP >> Business >> BUSN1059 >> Section 30 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1059 >> Section 31 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1059 >> Section 32 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	Work with division faculty to determine how this can help students in the more advanced courses.	2016-08-21	
APP >> Business >> BUSN1500 >> Section 20 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I will discuss my findings with other members of my division.	2016-08-30	
APP >> Business >> BUSN1500 >> Section 40 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I will discuss my findings with other members of my division during division meetings.	2016-09-13	
APP >> Business >> BUSN1500 >> Section 41 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	This results of this course are reported in division meetings.	2016-08-08	
APP >> Business >> BUSN1510 >> Section 40 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	I will discuss my findings with other members of my division at division meetings.	2016-09-13	
APP >> Business >> BUSN1560 >> Section 20 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1601 >> Section 30 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1601 >> Section 31 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	Great deal of discussion at the division level right now as to the need for this beginning course.	2016-08-29	
APP >> Business >> BUSN1601 >> Section ZZ - Spring 2016					

Expected Action	Action Type	Respondent	Action Taken	Date	Resource Request
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1602 >> Section 30 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1602 >> Section 31 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	No Action Taken		
APP >> Business >> BUSN1603 >> Section 30 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN1603 >> Section 31 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	Discussion with division on necessary changes.	2016-09-02	
APP >> Business >> BUSN2001 >> Section 30 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2001 >> Section 31 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2002 >> Section 30 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2002 >> Section 31 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2003 >> Section 30 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2003 >> Section 31 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions		No Action Taken		
APP >> Business >> BUSN2275 >> Section 20 - Spring 2016					
What dialogue do you plan to have regarding your findings?	Faculty Proposed Actions	Anonymous	The results of this course are always shared in division meetings.	2016-08-08	