

Assessment: Course Four Column

FALL 2016



El Camino: Course SLOs (BUS) - Business Management and Marketing

ECC: BUS 11:Accounting for Small Business

Course SLOs	Assessment Method Description	Results	Actions
SLO #1 Terminology - Define accounting terminology and explain the importance of accounting information. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 01/29/2014 Inactive Date: Comments::	Exam/Test/Quiz - Sample questions test questions and sample assessment definition problem: A credit may result in a. an increase in a liability account. b. an increase in a revenue account. c. a decrease in an asset account. d. an increase in the Capital account. *e. all of these. A debit may signify a decrease in a (n) a. liability account. b. asset account. c. revenue account. *d. liability and a revenue account. e. asset and a revenue account. A debit may result in	Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met A pool of 42 students achieved an overall average of 85% on this assessment. 79% of the student pool scored at 75% or better. In addition, students were expected to use appropriate terminology in classroom conversation as a way of reinforcing the use of the language of Accounting. (11/15/2016) % of Success for this SLO: Faculty Assessment Leader: D. Pahl Faculty Contributing to Assessment: Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met A pool of 54 students achieved an overall average of 84% on this assessment. In addition, students were expected to use appropriate terminology in classroom conversation as a way of reinforcing the use of the language of Accounting. (12/14/2015) % of Success for this SLO: Faculty Assessment Leader: D. Pahl Faculty Contributing to Assessment: Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met	Action: Continue the development of understanding of key terminology through critical thinking assessments including quizzes, homework, and oral presentation. (11/21/2017) Action Category: Teaching Strategies Action: Continue the development of understanding of key terminology through critical thinking assessments including quizzes, homework, and oral presentation (02/21/2016) Action Category: Teaching Strategies Action: Broaden the level of understanding of key terminology through critical thinking

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	<p>a. an increase in an expense account.</p> <p>b. an increase in an asset account.</p> <p>c. a decrease in a liability account.</p> <p>d. a decrease in a revenue account.</p> <p>*e. all of these.</p> <p>Match the terms below with the correct definitions.</p> <p>a. Trial balance</p> <p>b. Normal balance</p> <p>c. Trial balance error</p> <p>d. Transposition</p> <p>e. Credit</p> <p>f. Trial balance account order</p> <p>g. Footing</p> <p>h. Debit</p> <p>i. Compound entry</p> <p>1. Plus side of any T account</p> <p>2. Totaling each side of a T account</p> <p>3. Listing of the ending balances of all ledger accounts that proves the equality of total debits and credits</p> <p>4. A recording error involving the switching around of the digits of a number</p> <p>5. The left side of a T account</p>	<p>A pool of 30 students achieved an overall average of 82% on this assessment. In addition, students were expected to use appropriate terminology in classroom conversation as a way of reinforcing the use of the language of Accounting.</p> <p>(12/01/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Pahl</p> <p>Faculty Contributing to Assessment:</p>	<p>assessments (02/21/2015)</p> <p>Action Category: Teaching Strategies</p>

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	<p>6. Inequality of the total debits and credits in the trial balance</p> <p>7. A, L, OE, R, E</p> <p>8. The right-hand side of a T account</p> <p>9. Transaction that has two or more debits and/or credits</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above in this SLO</p> <p>Additional Information:</p>		
<p>SLO #2 Process - Process accounting information, including records related to banking and payroll.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 01/29/2014</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Samples</p> <p>A book of original entry is known as a</p> <p>a. ledger account.</p> <p>b. general ledger.</p> <p>c. trial balance.</p> <p>*d. journal.</p> <p>e. T account.</p> <p>An accountant wanting to know the balance of a particular account would refer to the</p> <p>*a. ledger.</p> <p>b. chart of accounts.</p> <p>c. book of original entry.</p> <p>d. source document.</p> <p>e. journal.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Overall student achievement on this assessment was at 79%. This SLO was assessed in stages over the course of the semester. The samples note above are elements taken from regular online and in-class testing. (12/14/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Pahl</p> <p>Faculty Contributing to Assessment:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Two sections on campus and one on line section of Bus 1 A were the subject of SLO assessment in Spring 2015 (Bus 1A was assessed with SLO # ! Instead of SLO # 2). A total of 57 students attempted assignment. Percentage of students scoring A, B, C ,D and F were 49 %. 30 %, 12 % , 5 % and 4 % . (04/29/2015)</p>	<p>Action: Additional creative thinking tasks for understanding. (05/10/2016)</p> <p>Action Category: Teaching Strategies</p>

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	<p>The process of subtotalling both sides of an account and recording the amount on that side is known as</p> <ul style="list-style-type: none"> *a. footing. b. taking a trial balance. c. posting. d. balancing the accounts. e. journalizing. <p>The first step in the posting process is recording the</p> <ul style="list-style-type: none"> a. journal page number in the ledger account. b. ledger account number in the journal. *c. date in the ledger account. d. explanation in the journal. e. debit account and amount. <p>Which of the following errors, considered individually, would cause the trial balance totals to be unequal?</p> <ul style="list-style-type: none"> a. Cash received from a customer on account was posted as a credit of \$220 to Cash and a debit of \$220 to Accounts Receivable. *b. A payment of \$76 for supplies was posted as a debit of \$67 to Supplies Expense and a credit of \$76 to Cash. c. A payment of \$391 to a creditor was posted as a debit of \$931 to Accounts Payable and a credit of \$931 to Cash. d. A receipt of \$252 from a customer was posted as a debit of \$225 to Cash and a credit of \$225 to Accounts Receivable. e. A payment of \$83 to pay the telephone bill (received last 	<p>% of Success for this SLO: Faculty Assessment Leader: Robert Joiner and Manzoor Ahmad Faculty Contributing to Assessment: Robert Joiner and Mnazoor Ahmad</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Overall student achievement on this assessment was at 76%. This SLO was assessed in stages over the course of the semester. The samples note above are elements taken from regular online and inclass testing. (12/01/2014)</p> <p>% of Success for this SLO: Faculty Assessment Leader: D. Pahl Faculty Contributing to Assessment:</p>	<p>Action: Additional creative thinking tasks for understanding (05/10/2015) Action Category: Teaching Strategies</p>

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	<p>week) was posted as a debit of \$38 to Accounts Payable and a credit of \$38 to cash.</p> <p>Which of the following errors will probably be located when preparing a trial balance?</p> <p>a. Posting the debit of a journal entry as a credit and the credit as a debit</p> <p>*b. Failure to record an entire entry in the journal</p> <p>c. Failure to post an entire entry in the ledger</p> <p>d. Failure to post part of an entry</p> <p>e. Posting the correct amount to the incorrect credit account</p> <p>The proof that the debits and credits in the ledger are equal is called the</p> <p>*a. trial balance.</p> <p>b. journal.</p> <p>c. statement of owner's equity.</p> <p>d. income statement.</p> <p>e. balance sheet.</p> <p>Match the terms below with the correct definitions.</p> <p>a. Chart of accounts</p> <p>b. Journalizing</p> <p>c. General ledger account</p> <p>d. General ledger</p> <p>e. Journal</p> <p>f. Source documents</p> <p>g. Posting</p> <p>h. Account number</p> <p>i. General journal</p>		

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	j. Cost principle		
	1. Number assigned to an account		
	2. Process of recording transactions in a journal		
	3. Process of transferring accounts and amounts from journal to ledger		
	4. Recording assets at actual cost		
	5. Official list of all ledger accounts		
	6. A book containing all the accounts of an enterprise		
	7. Book of original entry		
	8. Business papers supporting transactions		
	9. Complete record of transactions recorded in each individual account		
	10. Journal that has one column for debit amounts and one column for credit amounts		
	Standard and Target for Success: It is expected that student will score at 70% or above on this SLO		

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	<p>Additional Information:</p> <p>Homework Problems - Students completed an end of term comprehensive project requiring the processing of source documents through a full cycle of activities.</p> <p>Standard and Target for Success: It is expected that 75% of students will score 70% or above on the assessment.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>27 students completed the assignment with an overall class average score of 85%. 21 students (78%) earned a score of 75% or above. The course materials included an online-interactive problem set component. The students who completed this online homework were more confident of the process and performed better on in-class assessments. (10/02/2017)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Pahl</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Continue to utilize the online interactive homework to “prove” the learning experience. (09/03/2018)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 Prepare - Complete all steps of the accounting cycle and prepare financial statements.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014)</p> <p>Input Date: 01/29/2014</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Comprehensive Problem</p> <p>Given a series of transactions, complete the following:</p> <ol style="list-style-type: none"> 1. Record transactions in appropriate t-accounts (identifying debit/credit and +/- sides of each account) and label with transaction letters. 2. Foot and balance all accounts. 3. Prepare trial balance and record on the worksheet 4. At the end of the month the following adjustment s were identified: <ol style="list-style-type: none"> 1. Supplies remaining \$147 2. Unpaid Wages \$64 3. Depreciation of Crime Fighting Equipment \$97 <p>Record the adjustments on the worksheet and prepare an adjusted trial balance</p> 5. Complete the worksheet. 6. Prepare financial statements 7. Close the accounts for the end 	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Overall student achievement on this assessment was at 80%. A pool of 44 students completed this comprehensive assessment. The assignment required processing transactions, journalizing in a General Journal, posting in a General Ledger, and proving the work with a trial balance. This effort was followed by processing end-of-period adjustments, preparing financial statements, and closing. (12/14/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. Pahl</p> <p>Faculty Contributing to Assessment:</p> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Overall student achievement on this assessment was at 75.5%. A pool of 30 students completed this comprehensive assessment. The assignment required processing transactions, journalizing in a General Journal, posting in a General Ledger, and proving the work with a trial balance. This effort was followed by processing end-of-period adjustments, preparing financial statements, and closing. (12/01/2015)</p>	<p>Action: As with SLOs 1 & 2, Continue presenting creative thinking assignments to enhance learning (04/20/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Action: As with SLOs 1 & 2, Continue presenting creative thinking assignments to enhance learning (04/20/2015)</p> <p>Action Category: Teaching Strategies</p>

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of the period, prepare a post-close trial balance, closing journal entries, and an end of year balance sheet.

Standard and Target for Success: It is expected that student will score at 70% or above on this SLO

Additional Information:

% of Success for this SLO:
Faculty Assessment Leader: D. Pahl
Faculty Contributing to Assessment:

ECC: BUS 15:Business Mathematics

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Word Problems into Equations - Interpret and convert word problems into equations, solve mathematical equations, and produce/interpret results in numerical or graphical form.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/25/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - Throughout the semester, assessments are assigned to gauge progress. The assessments are in the form of exams requiring students to solve various mathematical problems.</p> <p>Standard and Target for Success: It is expected that 50% or more of students who finish will achieve a B or better grade.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>58% of the students scored 80% or higher on the quiz/exam. This result exceeds the target of 50% and demonstrates students are effectively learning the concept. Note: The sample size was small. 58% represent 7 out of 12 students. (12/08/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: M. SomdeCerff</p> <p>Faculty Contributing to Assessment: D. McGovern</p>	<p>Action: Update course materials to provide more targeted practice for the exams (05/15/2015)</p> <p>Action Category: Teaching Strategies</p>
Additional Information:			
	<p>Multiple Assessments - SLO #1 is assessed by homework assignments, which are open book, and an exam which is timed. The exam covers various mathematical problems, requires results and includes the solving of word problems.</p> <p>Standard and Target for Success: In this unit, I would expect that 80% of the students will score 80% or above on this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>On the homework portion, the average was 86%. On the exam, the average score for 22 students was 84%. Four out of the 22 students who took the exam scored below 80%. That is 18%, so within our target of 20% or less. (11/23/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. McGovern</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Create live chat sessions for students to ask questions (02/01/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: As a result of these actions, I would expect that in the Spring semester of 2017, the test scores would be higher for more students and that perhaps fewer students would drop the course. (02/01/2017)</p> <p>Action: Add more supplemental information to the course materials (02/01/2017)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: As a result of these actions, I would expect that in the Spring semester of 2017, the test scores would be higher for more students and that perhaps fewer</p>

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			students would drop the course. (02/01/2017)
SLO #2 Algebraic Formulas - Utilize tables and algebraic formulas to perform calculations necessary to determine business, financial, and contractual obligations. Course SLO Status: Active Course SLO Assessment Cycle: 2018-19 (Fall 2018) Input Date: 11/25/2013 Inactive Date: Comments::	Exam/Test/Quiz - Throughout the semester, assessments are assigned to gauge progress. The assessments are in the form of exams requiring students to solve various mathematical problems. Standard and Target for Success: It is expected that 50% or more of students who finish will achieve a B or better grade.	Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 58% of the students scored 80% or higher on the quiz/exam. This result exceeds the target of 50% and demonstrates students are effectively learning the concept. Note: The sample size was small. 58% represent 7 out of 12 students. (12/08/2014) % of Success for this SLO: Faculty Assessment Leader: M. SomdeCerff Faculty Contributing to Assessment: D. McGovern	Action: Ensure homework and practice exercises are accurately preparing students for the exams. (05/15/2015) Action Category: Teaching Strategies
Additional Information:			
SLO #3 Procedures and Reports - Explain basic accounting procedures and prepare accounting reports and basic financial statements. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014) Input Date: 11/25/2013 Inactive Date: Comments::	Exam/Test/Quiz - Throughout the semester, assessments are assigned to gauge progress. The assessments are in the form of exams requiring students to solve various mathematical problems. Standard and Target for Success: It is expected that 50% or more of students who finish will achieve a B or better grade.	Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 75% of the students scored 80% or higher on the quiz/exam. This result exceeds the target of 50% and demonstrates students are effectively learning the concept. Note: The sample size was small. 75% represent 6 out of 8 students. (12/08/2014) % of Success for this SLO: Faculty Assessment Leader: M. SomdeCerff Faculty Contributing to Assessment: D. McGovern	Action: Ensure homework and practice exercises are accurately preparing students for the exams. (05/15/2015) Action Category: Teaching Strategies
Additional Information:			
SLO #4 Business Statistics - Calculate and interpret statistical data and apply them to business decision making processes.	Exam/Test/Quiz - Throughout the semester, assessments are assigned to gauge progress. The assessments are in the form of exams requiring	Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met 75% of the students scored 80% or higher on the	Action: Ensure homework and practice exercises are accurately preparing students for the exams. (05/15/2015)

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 11/25/2013 Inactive Date: Comments::	<p>students to solve various mathematical problems.</p> <p>Standard and Target for Success: It is expected that 50% or more of students who finish will achieve a B or better grade.</p> <p>Additional Information:</p> <p>Multiple Assessments - Assessment for this SLO includes homework problems and an exam. Both include word and activity problems.</p> <p>Standard and Target for Success: I expect 90% of students to get 100% on the homework and 80% of students to earn a score of 75% or better on the exam given that covers this SLO.</p> <p>Additional Information:</p>	<p>quiz/exam. This result exceeds the target of 50% and demonstrates students are effectively learning the concept. Note: The sample size was small. 75% represent 6 out of 8 students. (12/08/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: M. SomdeCerff</p> <p>Faculty Contributing to Assessment: D. McGovern</p> <p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>As can be seen from the attached results, of the 14 students who attempted the homework, the average score was 14.85 of 15, or 99%. 13 of 14 students (92%) achieved a 100% on the homework assignment.</p> <p>The average score for the exam was 82%. 73% of students earned a score of 75% or better. 1 student earned a score of 74%. If that student had scored just one percentage higher, we would be at 80%.</p> <p>My analysis of these results is that students are absorbing the material as we expect and are able to apply the knowledge to the business decision making process. (12/17/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: D. McGovern</p> <p>Faculty Contributing to Assessment:</p>	<p>Action Category: Teaching Strategies</p> <p>Action: Change the assessment to include more direct application of the knowledge to business situations. (05/01/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

ECC: BUS 20:Business Management

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #1 Managerial Functions - Explain key managerial functions including: planning, organizing, leading and controlling.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Fall 2016)</p> <p>Input Date: 11/25/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - The assessment was completed based on exam results which covered the topics mentioned above.</p> <p>Standard and Target for Success: Demonstrate the comprehension of various business management topics, principles, and practices, through examination of business problems. Areas included: personnel management, project management, and resources management. It is expected that 80% of the students will score 70% or above on the assessment for this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Based on two sections of Business 20, 82% of the students scored 70% or higher on the quiz/exam that evaluated their understanding of managerial functions. This result exceeds the target of 80%. (02/01/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: M. SomdeCerff</p> <p>Faculty Contributing to Assessment: Xavier F. Miranda, A. Lovell</p>	<p>Action: Instructors should continue to find innovative methods to engage and stimulate student learning. For example, students could be grouped into teams the first week of the term to work on assignments. (05/15/2015)</p> <p>Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Exams – Five exams (4 exams plus a final). The best way to prepare/study for the exams is to complete the homework. Make-up exams are only for students with verified medical excuses.</p> <p>Each exam will consist of 50 Questions (10 True/False; 40 Multiple Choice). Additionally, each test will include 5 short answer essay questions for bonus/extra credit worth 1 points each. The exams will measure each student’s knowledge, comprehension, application, and analysis.</p> <p>Question on Exam #1:</p> <p>1. Describe the four management functions.</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016)</p> <p>Standard Met? : Standard Met</p> <p>Exam #1: Results: 81% answered correctly (43/53)</p> <p>A total of 53 students from the Fall 2016 courses of BUS 20 participated in and completed the assessment of SLO #1 with 43 students answering correctly at a 81% average. 70% reflects acceptable achievement level. This data suggests that students were able to comprehend the material and understand the four functions of Management (Planning, Organizing, Leading, and Controlling). Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. We will continue and monitor this assessment in the future to ensure outcomes continue to be challenging students. (12/16/2016)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: J. Mufich</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Management/Marketing faculty need to re-evaluate assessment to ensure students understand the basic foundational level of the four management functions. (12/16/2017)</p> <p>Action Category: Teaching Strategies</p>

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	<p>ANS:</p> <p>Planning means defining goals for future organizational performance and deciding on the task and use of resources needed to attain them. Organizing involves assigning tasks, group tasks into departments, delegating authority, and allocating resources across the organization. Leading is the use of influence to motivate employees to attain organizational goals. Controlling means monitoring employees' activities, determining whether the organization is on track toward goals, and making corrections as necessary.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or above on this SLO</p> <p>Additional Information:</p>		
<p>SLO #2 Strategic Planning - Apply the strategic planning process to a business scenario and recommend an action plan.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2016-17 (Spring 2017)</p> <p>Input Date: 11/25/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Exam/Test/Quiz - The assessment was completed based on exam results which covered the topics mentioned above.</p> <p>Standard and Target for Success: It is expected that 80% of the students will score 70% or above on the assessment for this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>SECTION 3160</p> <p>Exam #5: Results: 96% answered correctly (26/27)</p> <p>A total of 27 students from the Spring course of BUS 20 3160 participated in and completed the assessment of SLO #2 with 26 students answering correctly at a 96% average. 70% reflects acceptable achievement level. This data suggests that students were able to comprehend the material and understand the strategic planning process and apply it to a business scenario and recommend an action plan. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. We will continue and monitor</p>	<p>Action: Management/Marketing faculty need to re-evaluate assessment to ensure students understand the basic concepts of strategic planning and it application in an organizational/business setting. (12/16/2018)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
		<p>this assessment in the future to ensure outcomes continue to be challenging students.</p> <p>SECTION 3163</p> <p>A total of 17 students from the Spring course of BUS 20 3163 participated in and completed the assessment of SLO #2 with 15 students answering correctly at an 88% average. 70% reflects acceptable achievement level. This data suggests that students were able to comprehend the material and understand the strategic planning process and apply it to a business scenario and recommend an action plan. Student success is based on the fact that faculty is teaching to the course outline and the proper course objectives are being stressed. No adjustments to the SLO are necessary at this time. We will continue and monitor this assessment in the future to ensure outcomes continue to be challenging students. (06/07/2017)</p> <p>% of Success for this SLO: Faculty Assessment Leader: J. Mufich Faculty Contributing to Assessment:</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Based on two sections of Business 20, 92% of the students scored 70% or higher on the quiz/exam that evaluated their understanding of strategic planning. This result exceeds the target of 80%. (02/01/2015) % of Success for this SLO: Faculty Assessment Leader: M. SomdeCerff Faculty Contributing to Assessment: X. Miranda, L. Alford</p>	<p>Action: Instructors should continue to find innovative methods to engage and stimulate student learning. For example, students could be grouped into teams the first week of the term to work on assignments. (05/15/2015) Action Category: Teaching Strategies</p>
	<p>Exam/Test/Quiz - Exams – Five exams (4 exams plus a final). The best way to prepare/study for the exams is to complete the homework. Make-up exams are only for students with verified medical excuses.</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Each exam will consist of 50 Questions (10 True/False; 40 Multiple Choice). Additionally, each test will include 5 short answer essay questions for bonus/extra credit worth 1 points each. The exams will measure each student's knowledge, comprehension, application, and analysis.</p> <p>SLO #2: Strategic Planning: Apply the strategic planning process to a business scenario and recommend an action plan</p> <p>Question on Exam #5:</p> <p>4. Compare the four levels of goals and plans. Perform a SWOT Analysis on ECC and recommend a course of action.</p> <p>ANS:</p> <p>The highest level is the mission statement, which defines the organization's basic business scope and operations and specifies its reasons for existence. The second level is the level of strategic goals and plans. Those pertain to the organization as a whole and specify where the organization wants to be in the future. The third level is the tactical level, with a focus on outcomes that major divisions and departments must achieve in order for the organization to reach its overall goals. The fourth and lowest level is the operational level, involving specific measurable results for departments, work groups, and individuals.</p> <p>SWOT Analysis results will vary.</p>		

Course SLOs	Assessment Method Description	Results	Actions
	<p>Standard and Target for Success: “It is expected that 70% of students will score 70% or above on this SLO</p> <p>Additional Information:</p>		
<p>SLO #3 Integrated Planning - Analyze and express how all aspects of an organization (marketing, accounting, operations, human resources etc.) interrelate to support the goals of the large organization.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2013-14 (Spring 2014)</p> <p>Input Date: 11/25/2013</p> <p>Inactive Date:</p> <p>Comments::</p>	<p>Project - Students identified a Fortune 500 business and researched articles and case studies about the company. Students analyzed how the company used concepts from the book to achieve their corporate goals through the marketing, accounting, operations, and human resources functions.</p> <p>Standard and Target for Success: 80% of students will score above 75% on the “Project” assessment</p> <p>Additional Information: Projects have a higher threshold for success as students have more time to complete the assessment and can seek faculty advice and support while completing the assessment.</p>	<p>Semester and Year Assessment Conducted: 2013-14 (Spring 2014)</p> <p>Standard Met? : Standard Met</p> <p>26 students completed the assessment</p> <p>19 students scored 90% or above on the assessment</p> <p>4 students scored 76% to 90% on the assessment</p> <p>3 students scored 75% or below on the assessment</p> <p>Overall it is not surprising that students scored high on the assessment, as students had a period of 14 weeks to complete the assessments. The high rate of achievement shows a need to adjust the assessment to improve rigor. (09/02/2014)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: Joshua Troesh</p> <p>Faculty Contributing to Assessment:</p>	<p>Action: Analyze the assessment tool and possibly improve the rigor of the assessment tool to ensure students have met the outcome. (09/01/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>
	<p>Exam/Test/Quiz - The assessment was completed based on exam results which covered the topics mentioned above.</p> <p>Standard and Target for Success: It is expected that 80% of the students will score 70% or above on the assessment for this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Based on two sections of Business 20, 86% of the students scored 70% or higher on the quiz/exam that evaluated their understanding of integrated planning. This result exceeds the target of 80%. (02/01/2015)</p> <p>% of Success for this SLO:</p> <p>Faculty Assessment Leader: M. SomdeCerff</p> <p>Faculty Contributing to Assessment: X. Miranda, L. Alford</p>	<p>Action: Instructors should continue to find innovative methods to engage and stimulate student learning. For example, students could be grouped into teams the first week of the term to work on assignments. (05/15/2015)</p> <p>Action Category: Teaching Strategies</p> <p>Action: Consider replacing the textbook to ensure examples are current. – COMPLETED (01/01/2015)</p> <p>Action Category: Teaching Strategies</p>

ECC: BUS 21:Human Resources Management

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #1 Human Resource Process - Students will explain key human resources concepts including: human resource strategy development and planning, as well as recruitment and selection practices. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014) Input Date: 11/25/2013 Inactive Date: Comments::	Essay/Written Assignment - A written assignment was given to evaluate students' understanding of basic human resources terms and concepts. Standard and Target for Success: It is expected that 80% of the students will score 70% or better on the assignment. Additional Information:	Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met 86% of the students scored 70% or better on the assignment that included explaining key human resources terms such as strategy, planning, recruitment, and selection. The result would have been slightly better if all students completed the assignment. The successful results could be attributed to providing the students with an example and discussing the aspects that made the work an "A" paper. (09/11/2014) % of Success for this SLO: Faculty Assessment Leader: M. SomdeCerff Faculty Contributing to Assessment:	Action: Review the assessment tool (written assignment) to ensure assessment results accurately reflect student progress and success is not underestimated. Revise assessment tool if needed. (02/01/2015) Action Category: SLO/PLO Assessment Process
SLO #2 Laws and Personnel Management - Students will analyze and explain the laws pertaining to human resources management such as: Affirmative Action, Equal Employment Opportunity, sexual harassment, and hostile work environment. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 11/25/2013 Inactive Date: Comments::	Multiple Assessments - Written homework was assigned and exams were administered to evaluate students' understanding of human resource laws. Standard and Target for Success: It is expected that 80% of the students will score 70% or better on the assignment/exam. Additional Information: Exam/Test/Quiz - A quiz was given to evaluate students' understanding of laws related to human resource management. Standard and Target for Success: It is expected that 80% of the students will score 70% or better on the quiz. Additional Information:	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Of the 33 students in the course, 85% (28 students) scored 70% or better. This is significantly above the expected rate of 80% and demonstrates students' understanding of human resource law. (12/23/2015) % of Success for this SLO: Faculty Assessment Leader: M. SomdeCerff Faculty Contributing to Assessment: Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met 21 of 25 students earned 70% or higher on the quiz which is 84% of the students. (02/28/2017) % of Success for this SLO: Faculty Assessment Leader: M. Som de Cerff Faculty Contributing to Assessment:	Action: Consider adjusting the standard and/or assessment method to be more rigorous (01/01/2017) Action Category: SLO/PLO Assessment Process Action: A case study could be added and discussed in-class. This should help to reinforce HR laws and further engage students. (08/25/2017) Action Category: Teaching Strategies
SLO #3 Labor Management -	Multiple Assessments - Written	Semester and Year Assessment Conducted: 2015-16 (Fall	Action: Consider adjusting the

ECC: BUS 22:Human Relations in Organizations

Course SLOs	Assessment Method Description	Results	Actions										
<p>SLO #1 Interacting Variables - Evaluate interacting variables that occur in human behavior, such as motivation, perception, frustration, psychological conflicts, attitude, and values.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014) Input Date: 11/25/2013 Inactive Date: Comments::</p>	<p>Project - Students developed an integrated advertising campaign for a business of their choosing, which integrated all concepts from the course into a single plan.</p> <p>Standard and Target for Success: 75% of students will score a 70% or above on the Project</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Across 3 sections, 90% of students scored above 70%.</p> <p>The assessment showed that students met the SLOs at a very high rate. This success rate suggests a need to improve the rigor of the assessment. Before that can be done, however, a standardized assessment will need to be created to provide an equivalent baseline across all sections. (02/04/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: J. Troesh Faculty Contributing to Assessment: X Miranda, P Nagpal, N Carbonaro</p>	<p>Action: Develop a standard individual assessment tool for each of the three SLOs. (09/01/2015) Action Category: SLO/PLO Assessment Process</p>										
<p>SLO #2 Compare Psychological and Sociological Theories - Compare and contrast the theories of popular behavioral scientists, such as Abraham Maslow, Eric Burne, Frederich Herzberg, Victor Vroom, Douglas McGregor, B.F. Skinner, David McClelland, and W. Edwards Deming as they apply to organizations and the workplace.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 08/31/2015 Inactive Date: Comments::</p>	<p>Exam/Test/Quiz - The assessment was completed based on exam results which covered the topics mentioned above.</p> <p>Standard and Target for Success: It is expected that 70% of the students will score 70% or above on the assessment for this SLO.</p> <p>Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met</p> <table><tr><td>SLO #</td><td>Total # of Students</td><td># Students Who Scored > 70%</td><td># Students Who Scored < 70%</td><td>% Scores 70% or Higher</td></tr><tr><td>2</td><td>61</td><td>45</td><td>16</td><td>74%</td></tr></table> <p>SLO 2 Based on the observed data, an aggregate total of 74% of the students demonstrated either “Satisfactory” or Above Satisfactory” level mastery of human relations in organizations principles at the end of the course. Students are able to identify the theories of popular behavioral scientists, such as Abraham Maslow, Eric Burne, Frederich Herzberg, Victor Vroom, Douglas McGregor, B.F. Skinner, David McClelland, and W. Edwards Deming as they apply to organizations and the workplace. (12/20/2015)</p> <p>% of Success for this SLO: Faculty Assessment Leader: X. Miranda Faculty Contributing to Assessment:</p>	SLO #	Total # of Students	# Students Who Scored > 70%	# Students Who Scored < 70%	% Scores 70% or Higher	2	61	45	16	74%	<p>Action: Assess the SLOs earlier in the semester as soon as the material is covered (04/25/2016) Action Category: SLO/PLO Assessment Process</p>
SLO #	Total # of Students	# Students Who Scored > 70%	# Students Who Scored < 70%	% Scores 70% or Higher									
2	61	45	16	74%									

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #3 Diversity, Culture, and Ethics - Explain how culture, ethics, and diversity impact behavioral theory and identify strategies for effective interpersonal relationships within multi-cultural organizations. Course SLO Status: Active Course SLO Assessment Cycle: 2016-17 (Fall 2016) Input Date: 08/31/2015 Inactive Date: Comments::</p>	<p>Essay/Written Assignment - Students reviewed a case study of McDonald's diversity and inclusion programs and associated controversies. Students then critically assessed the program's effectiveness and suggested strategies to improve inclusion and diversity and deal with the associated controversies. Standard and Target for Success: It is expected that 75% of students will score a 70% or above on the assignment. Additional Information:</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met Across 3 sections, 88% of students scored above 70%. The SLO assesses students' understanding and application of diversity and inclusion in complex multi-cultural organizations. Success rates are lower than last assessment cycle, likely due to the change in the assessment instrument. Currently faculty still use differing assessment instruments. A single assessment seems to be possible for this course based upon utilization of a common case from the book. (02/23/2017) % of Success for this SLO: Faculty Assessment Leader: J. Escalante Troesh Faculty Contributing to Assessment:</p>	<p>Action: Identify a standardized assessment tool. Possibly the case used for Fall 2016. (09/01/2018) Action Category: SLO/PLO Assessment Process Follow-Up: Based on the previous assessment, the assessment tool was changed from a group assessment to an individual assessment to better assess students. The result was a lowering of the individual success rate, but students still met the standard. (03/03/2017)</p>