

Assessment: Course Four Column

Spring/Summer 2019



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

ECC: BUS 12:Advertising

Course SLOs	Assessment Method Description	Results	Actions
SLO #3 Integrated Marketing Plan - Create advertising messages and campaigns, tailored toward the specific needs and motivations of the audience, which achieve organizational objectives. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2014-15 (Spring 2015), 2015-16 (Spring 2016), 2018-19 (Spring 2019) Input Date: 11/12/2013	Project - Students developed an integrated advertising campaign for a business of their choosing, which integrated all concepts from the course into a single plan. Standard and Target for Success: 85% of students will score a 75% or above on the "Objective Exam" 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.	Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Additional instructional focus and examples of effective advertising campaigns are necessary to achieve the expected standard. The points allotted for this project should be examined to ensure students are motivated to complete the project successfully. (08/21/2015) Faculty Assessment Leader: M. SomdeCerff Faculty Contributing to Assessment: L. Baltakian Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met A total of 36 students completed the assessment with 94% scoring above 75% (34 out of 36). 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. The same assessment was used for all three SLOs resulting in difficulty in assessing student achievement of each SLO individually. For future semesters, a separate assessment for each SLO will need to be developed to get a better understanding of student achievement. A standardization of the assessment tools across the department along with	Action: Additional creative assignments should be required to reinforce the concepts of developing advertising messages (I.E.: creation of posters, magazine, web site, and other media) (05/05/2016) Action Category: Teaching Strategies Action: Develop a standard individual assessment tool for each of the three SLOs. (03/02/2015) Action Category: SLO/PLO Assessment Process Action: Analyze the assessment tool to determine if an increase in rigor is needed. (02/01/2015) Action Category: SLO/PLO Assessment Process

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		greater training of adjunct faculty will be required. (09/02/2014) Faculty Assessment Leader: Joshua Troesh Faculty Contributing to Assessment: Norman Riggs Semester and Year Assessment Conducted: 2015-16 (Spring 2016) Standard Met? : Standard Not Met Only 70% of students scored 80% or above on the assessment, with another 20% of students scoring just shy of the standard at 77%-79%. The SLO assesses students' understanding of multiple facets of marketing including consumer psychology, business objectives, advertising design, and professional presentation. Although the standard was not quite met, a high percentage of students successfully integrated very complex concepts into a single projects. The assessment target may have been too high considering the difficulty of the project. (05/12/2016) Faculty Assessment Leader: J. Troesh	Action: Re-evaluate the standard and determine if the standard is too high based on the level of student preparedness. (05/20/2017) Action Category: SLO/PLO Assessment Process
	Portfolio - Students were divided into groups in order to develop an advertising campaign for a local company, a military, police, fire, and first responder contractor. The CEO of the company, Jim Cragg, presented twice to students about their business and customers and answered student questions. Students then developed advertising campaigns for the company and presented the campaigns to the CEO in a competitive pitch format. Standard and Target for Success: 75% of students will score an 80% or above on the presentation, scored by the CEO and the instructor.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Not Met Only 70% of students scored 75% or above on the assessment. While this is lower than previous, students had the instructor changed on them mid-semester due to the original instructor going out on paternity leave. The SLO assesses students' understanding of multiple facets of marketing including consumer psychology, business objectives, advertising design, and professional presentation. Although the standard was not quite met, a high percentage of students successfully integrated very complex concepts into a single project. (05/12/2019) Faculty Assessment Leader: J. Escalante Troesh	Action: No Action - this assessment cycle can not be seen as representative due to the change in instructor mid-semester (see below) As suggested during the last assessment period, the standard was lowered slightly to be more representative of the difficulty of the SLO. Students did not meet this lowered standard, but it is not accurate to say this assessment cycle provided actionable data. Mid semester, the instructor went out on paternity leave, and the new instructor had never taught the course before. Additionally,

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			<p>the new instructor struggled in guiding students in creating a final product for the client. Most students turned in a final project which was almost entirely the same as the mid-term presentations they gave before the original instructor went out on leave. (05/20/2022)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Review student projects out of assessment cycle (next year) to determine if additional changes are needed (05/20/2020)</p> <p>Action Category: SLO/PLO Assessment Process</p>

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: 2014-15 (Fall 2014), 2016-17 (Fall 2016), 2018-19 (Spring 2019)</p> <p>Input Date: 11/25/2013</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>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>
	<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>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>Faculty Assessment Leader: D. McGovern</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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	<p>Exam/Test/Quiz - The method used to assess the SLO was an exam/quiz. This gave the student an opportunity to exemplify learning by answering a variety of questions regarding the SLO topic.</p> <p>Standard and Target for Success: It is expected that 50% of the students score an 80% or better on the assessment.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>It was shown by taking an exams/quizzes on the required topic for the SLO that students were able to express knowledge regarding the SLO. More than the required 50% of students are meeting the criteria of an 80% or better. The most important finding from this data is that only requiring 50% of the students to achieve an 80% or better is not sufficient for SLOs.</p> <p>SLO #1</p> <table><tr><td>students taking</td><td>40</td><td></td></tr><tr><td>students scoring higher than 80%</td><td>29</td><td></td></tr><tr><td>% meeting standard</td><td>73%</td><td></td></tr></table> <p>One thing that really worked well was using real world examples that captivate the students, and made them excited to engage. I used many useful applications to achieve that. Another positive experience was the use of a 'student-to-student' approach, where learning was based on an environment of collaboration. (06/10/2019)</p> <p>Faculty Assessment Leader: K. Green</p> <p>Faculty Contributing to Assessment: G. Demoner</p>	students taking	40		students scoring higher than 80%	29		% meeting standard	73%		<p>students would drop the course. (02/01/2017)</p> <p>Action: Increase the percentage of students who are required to pass with an 80% or better. It is currently 50%, data from the previous assessment and this current assessment shows that at least 60% of students are able to pass with an 80% or better. (12/31/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p> <hr/> <p>Action: Ensure that homework and other exercises are adequately preparing students for the exams. (12/31/2019)</p> <p>Action Category: Teaching Strategies</p>
students taking	40											
students scoring higher than 80%	29											
% meeting standard	73%											
<p>SLO #4 Business Statistics - Calculate and interpret statistical data and apply them to business decision making processes.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2018-19 (Spring 2019)</p> <p>Input Date: 11/25/2013</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>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)</p> <p>Faculty Assessment Leader: M. SomdeCerff</p> <p>Faculty Contributing to Assessment: D. McGovern</p>	<p>Action: Ensure homework and practice exercises are accurately preparing students for the exams. (05/15/2015)</p> <p>Action Category: Teaching Strategies</p>									

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	<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>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>Faculty Assessment Leader: D. McGovern</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>
	<p>Exam/Test/Quiz - The method used to assess the SLO was an exam/quiz. This gave the student an opportunity to exemplify learning by answering a variety of questions regarding the SLO topic.</p> <p>Standard and Target for Success: It is expected that 50% of the students score an 80% or better on the assessment.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>It was shown by taking an exams/quizzes on the required topic for the SLO that students were able to express knowledge regarding the SLO. More than the required 50% of students are meeting the criteria of an 80% or better. The most important finding from this data is that only requiring 50% of the students to achieve an 80% or better is not sufficient for SLOs.</p> <p>SLO #4</p> <p>students taking 36</p> <p>students scoring higher than 80% 30</p> <p>% meeting standard 83% (06/10/2019)</p> <p>Faculty Assessment Leader: K. Green</p> <p>Faculty Contributing to Assessment: G. Demoner</p>	<p>Action: Increase the percentage of students who are required to pass with an 80% or better. It is currently 50%, data from the previous assessment and this current assessment shows that at least 60% of students are able to pass with an 80% or better. (12/31/2019)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Action: Ensure that homework and other exercises are adequately preparing students for the exams. (12/31/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: BUS 17:Personal Finance

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #1 Develop Financial Goals - Students learn how to develop short and long-term goals and create a budget to achieve life goals. Course SLO Status: Active Course SLO Assessment Cycle: 2013-14 (Spring 2014), 2015-16 (Spring 2016), 2016-17 (Spring 2017), 2018-19 (Spring 2019) Input Date: 11/25/2013	Project - Students were assessed based on a “Budget Project” in which they developed their own personal life goals, assessed priorities, and developed a monthly budget. Standard and Target for Success: It is expected that 85% of students will score a 70% or above on the “Budget Project”	Semester and Year Assessment Conducted: 2013-14 (Spring 2014) Standard Met? : Standard Met 87.5% of the students scored a 70% or above on the budget assignment. Students do well on this assignment because the class lecture and/or in-class activities prepare them to analyze their goals, priorities, expenditures, income, and develop their own practical budget. Students are often self-motivated to work out their personal budget issues since they understand the importance of having enough money to meet their basic needs and obligations. (08/29/2014) Faculty Assessment Leader: M. SomdeCerff	Action: Develop standard assessment tool (such as project requirements) for all SLOs to ensure consistency across all sections of Business 17. (02/01/2015) Action Category: SLO/PLO Assessment Process <hr/> Action: The target of 85% of the students seems rather high considering the target result of other business management courses are generally 75 to 80%. Considering not all students will complete their homework or projects and some will not successfully (70% or higher) complete the assignment the target 75 to 80% should be discussed. (12/05/2014) Action Category: SLO/PLO Assessment Process
		Semester and Year Assessment Conducted: 2013-14 (Fall 2013) Standard Met? : Standard Met A total of 55 students completed the assessment with 90.9% scoring above 70% (50 out of 55). The average score was 81.1%. (11/28/2013) Faculty Assessment Leader: Joshua Troesh	Action: The curriculum for BUS 17 was rewritten during the Fall 2013 semester and approved by the College Curriculum Committee. As we look at assessments going forward, this new curriculum should more closely align with the SLOs and provide for better student success. (09/01/2014) Action Category: Curriculum Changes
	Project - Students developed an integrated advertising campaign for a business of their choosing, which	Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met	Action: Develop a standard individual assessment tool for each of the three SLOs.

Course SLOs	Assessment Method Description	Results	Actions
	<p>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>Across 3 sections, 92% of students scored above 75%.</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.</p> <p>In the previous semester, the same assessment was used for all three SLOs resulting in difficulty in assessing student achievement of each SLO individually. The creation of multiple assessment devices has improved analysis of the SLO for this course. A standardization of the assessment tools across the department along with greater training of adjunct faculty will be required.</p> <p>(02/04/2015)</p> <p>Faculty Assessment Leader: J. Toesh</p> <p>Faculty Contributing to Assessment: M. SomdeCerff</p> <p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Financial Plan Project: Results: 96% achieved a score of 70% or better (27/28)</p> <p>A total of 28 students from the Spring 2017 course of BUS 17 3129 participated in and completed the assessment of SLO #1 with 27 students achieving a 96% average score. 70% reflects acceptable achievement level. This data suggests that students were able to comprehend and explain the concept of developing short and long-term goals and creating a budget to achieve life goals. 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.</p> <p>(06/07/2017)</p> <p>Faculty Assessment Leader: J. Mufich</p>	<p>(03/02/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Action: Analyze the assessment tool to determine if an increase in rigor is needed. (02/01/2015)</p> <p>Action Category: SLO/PLO Assessment Process</p>
	<p>Essay/Written Assignment - SLO #1: Develop short and long-term goals and create a budget to achieve life goals</p> <p>Standard and Target for Success: "It is expected that 70% of students will score 70% or above on this SLO."</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Spring 2017)</p> <p>Standard Met? : Standard Met</p> <p>Financial Plan Project: Results: 96% achieved a score of 70% or better (27/28)</p> <p>A total of 28 students from the Spring 2017 course of BUS 17 3129 participated in and completed the assessment of SLO #1 with 27 students achieving a 96% average score. 70% reflects acceptable achievement level. This data suggests that students were able to comprehend and explain the concept of developing short and long-term goals and creating a budget to achieve life goals. 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.</p> <p>(06/07/2017)</p> <p>Faculty Assessment Leader: J. Mufich</p>	<p>Action: Management/Marketing faculty need to re-evaluate assessment to ensure students understand the interconnected nature and cross-functional dependency of business organization in building synergy across. (12/16/2018)</p> <p>Action Category: Teaching Strategies</p>
	<p>Essay/Written Assignment - In some of the sections a ten question quiz was administered to measure students' understanding of</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Within five sections of Bus 17, 105 achieved 70% or higher</p>	<p>Action: Continue to place focus on goal setting and budget development in lecture and follow-up homework</p>

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	<p>developing goals and a personal budget.</p> <p>Standard and Target for Success: It is expected that 70% of students will score 70% or greater on this SLO.</p>	<p>on the assessment out of 120 students. 87.5% achieved or surpassed the SLO assessment. (08/22/2019)</p> <p>Faculty Assessment Leader: M. Som de Cerff</p> <p>Faculty Contributing to Assessment: J. Mufich, J. Escalante Troesh</p>	<p>assignments/projects. (09/01/2021)</p> <p>Action Category: Teaching Strategies</p>

ECC: BUS 19:Principles of Retail Management

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #1 Understand Marketplace Terminology - Utilize a comprehensive working vocabulary of retailing and merchandising terminology. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Spring 2015), 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 03/18/2014	Exam/Test/Quiz - Exams were administered to evaluate students' understanding of retailing and merchandising vocabulary. Standard and Target for Success: It is expected that 80% of students will score 70% or above on this SLO.	Semester and Year Assessment Conducted: 2014-15 (Spring 2015) Standard Met? : Standard Met Of the 14 students who participated in the class, only 1 (7%) did not achieve the target of 70%. The average grade for this assessment data is 81%. The data demonstrates student learning is on target for this outcome. (05/20/2015) Faculty Assessment Leader: M. SomdeCerff Faculty Contributing to Assessment: D. McGovern	Action: Consider increasing the rigor of the assessment (01/15/2017) Action Category: SLO/PLO Assessment Process
	Exam/Test/Quiz - Student performance on the following exam chapters will be used to assess their level of knowledge required to be competent in this SLO: Introduction to the World of Retailing (Chapter 1), Financial Strategy, (Chapter 6), Human Resources Management (Chapter 9), and Buying Merchandise (Chapter 13). Standard and Target for Success: It is expected that 80% of the students will score 70% or above on the SLO.	Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met Based on the chapter exams, a total of 95% of students (20 students out of 21) demonstrated mastery of the marketplace terminology. Students were able to understand and apply retail and merchandise vocabulary. This knowledge is critical in the retail workplace today and achieving this SLO better prepares students for employment opportunities. (09/12/2018) Faculty Assessment Leader: M. Titel	Action: The instructor will continue to improve methods to engage the students in the course material relevant to this SLO. These methods will include more focused discussion questions and assignments. (08/27/2019) Action Category: Teaching Strategies
	Exam/Test/Quiz - Exams – Student performance on chapter quizzes and the final exam will be used to assess their level of knowledge required to be competent in this SLO Standard and Target for Success: 75% of the students will score 70% or above on the relevant quizzes and exams listed in the Assessment Methods above.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met 21 students out of 24 (87.5%) met or exceeded the target. This data suggests that students were able to understand and utilize a comprehensive working vocabulary of retailing and merchandising terminology. (09/06/2019) Faculty Assessment Leader: M. Titel	Action: Continue to refine the quizzes and exams so they are relevant to the current retail business challenges and effectively measure the student's knowledge of the subject. (06/01/2020) Action Category: Teaching Strategies
SLO #2 Strategies for Developing a Retail Business - Students will	Multiple Assessments - Written homework was assigned and exams	Semester and Year Assessment Conducted: 2014-15 (Spring 2015)	Action: Consider increasing the rigor of this assessment

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>identify appropriate strategies and tactics for addressing the product selection, merchandising, security, staffing, and promotional needs of a retail store.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020)</p> <p>Input Date: 03/18/2014</p>	<p>were administered to evaluate students' understanding of developing a retail business.</p> <p>Standard and Target for Success: It is expected that 80% of students will score 70% or above on this SLO.</p> <p>Case Study - Students were asked to review two case studies relating to retailing: One case was a single location retail store that has a shrinking customer base. The other case is a department store chain that losing sales and profitability. In both cases the students analyzed the case, identified the problems or issues, determined potential solutions and chose a solution. They produced a written report documenting their efforts.</p> <p>Standard and Target for Success: It is expected that 80% of the students will score 70% or above.</p>	<p>Standard Met? : Standard Met</p> <p>Of the 14 students who participated in the class, only 1 (7%) was unable to achieve the target of 70%. The data demonstrates student learning is on target for this outcome. (05/20/2015)</p> <p>Faculty Assessment Leader: M. SomdeCerff</p> <p>Faculty Contributing to Assessment: D. McGovern</p> <p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>20 students out of 25 who completed the assignments (80%) met or exceeded the target.</p> <p>This data suggests that students were able to identify appropriate strategies and tactics for addressing the product selection, merchandising, security, staffing, and promotional needs of a retail store. (09/06/2019)</p> <p>Faculty Assessment Leader: M. Titel</p> <p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Based on the case studies, 90% of students (19 students out of 21) demonstrated mastery of appropriate retail management strategies. The cases addressed topics such as: product selection, merchandising, security, staffing, and promotional needs of a retail store. This knowledge is critical in the retail workplace today and achieving this SLO better prepares students for employment opportunities. (06/07/2018)</p> <p>Faculty Assessment Leader: M. Titel</p>	<p>(01/15/2017)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Action: Refine or rewrite the case studies to reflect the current retail business challenges. (06/01/2020)</p> <p>Action Category: Teaching Strategies</p> <p>Action: The instructor will develop better methods to engage the students in these case studies including tying discussion questions to the case study material. (08/27/2019)</p> <p>Action Category: Teaching Strategies</p>
<p>SLO #3 Recognize Differences Between Traditional and Online Retail Business - Students will distinguish between the function of "brick and mortar" and online retail businesses, and explain current trends of each model.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2017-</p>	<p>Multiple Assessments - Written homework was assigned and exams were administered to evaluate students' ability to distinguish traditional versus online retail business functions.</p> <p>Standard and Target for Success: It is expected that 80% of students will score 70% or above on this SLO.</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Not Met</p> <p>Of the 14 students who participated in the class, three students (21%) were unable to achieve the target of 70%. Therefore, the results are close to the desired target (78.5% achieved 70% or better vs. 80%) but the target is unmet. (Note: Interestingly, the average grade for this assessment is 84%.) The shortcoming could be, in part, due to the small</p>	<p>Action: Expand material presentation for online retail businesses so students have greater depth of understanding (01/17/2017)</p> <p>Action Category: Teaching Strategies</p>

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18 (Spring 2018), 2018-19 (Spring 2019), 2019-20 (Spring 2020) Input Date: 03/18/2014	<p>Exam/Test/Quiz - Student performance on the following exam chapters plus the final exam will be used to assess this SLO: Types of Retailers (Chapter 2), Multichannel Retailing (Chapter 3), Customer Buying Behavior (Chapter 4), Retail Locations (Chapter 7), Retail Site Location (Chapter 8), and Information Systems and Supply Chain Management (Chapter 10). Standard and Target for Success: It is expected that 80% of the students will score 70% or above on the two items used to assess this SLO.</p>	<p>class size. Regardless, additional time and focus should be placed on delineating the differences between online and traditional retail businesses in future semesters. Since this is a rather dynamic topic in retail businesses, instructors should consider supplementing the textbook with current articles and examples when teaching this concept. (05/20/2015) Faculty Assessment Leader: M. SomdeCerff Faculty Contributing to Assessment: D. McGovern Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met Based on chapter exams, 95% of students (20 students out of 21) can distinguish the difference between traditional and online retail businesses. Students explored current trends of each model and this knowledge is critical for success in the retail workplace today. Achieving this SLO better prepares students for employment opportunities. (06/07/2018) Faculty Assessment Leader: M. Titel</p>	<p>Action: The instructor will develop better methods to engage the students in the course material relevant to this SLO. These methods will include better-focused discussion questions and a written assignment focusing on multichannel retailing. (08/27/2019) Action Category: Teaching Strategies</p>
	<p>Essay/Written Assignment - Students are assigned four written assignments to analyze various facets of traditional and/or online retail companies. Standard and Target for Success: 75% of the students will score 70% or above on these assignments used to assess this SLO.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met 18 students out of 24 (75%) met or exceeded the target. This data suggests that students were able to distinguish between the function of "brick and mortar" and online retail businesses and explain current trends of each model. (09/06/2019) Faculty Assessment Leader: M. Titel</p>	<p>Action: Update the written assignments, as needed, to better measure the student's knowledge of retailing management. (06/01/2020) Action Category: Teaching Strategies</p>

ECC: BUS 24:Small Business Entrepreneurship

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #3 Integrated Planning - Students will analyze and express how all aspects of an organization (marketing, accounting, operations, human resources etc.) interrelate to support the goals of the business. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2018-19 (Spring 2019) Input Date: 11/25/2013	Project - Students developed an integrated advertising campaign for a business of their choosing, which integrated all concepts from the course into a single plan. Standard and Target for Success: 75% of students will score a 70% or above on the Project	Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Across 2 sections, 87.5% of students who attempted the assessment scored above 70%. 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. A single standardized assessment was used, which a business plan was created by the students. Identifying ways to segment portions of the plan to better gauge each SLO will be helpful. (02/04/2015) Faculty Assessment Leader: J. Troesh	Action: Develop assessment tools for each SLO individually. (09/01/2015) Action Category: SLO/PLO Assessment Process
	Project - Students developed an integrated business plan for a business of their choosing, which integrated human resources, marketing, accounting, and other activities into a cohesive organizational plan. Standard and Target for Success: 75% of students will score a 70% or above on the Project	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met Across two sections, 96% of students who attempted the assessment scored above 70%. The SLO assesses students' ability to integrate learning and practices across multiple areas of business (such as marketing, accounting, and human resources) into a single cohesive plan as representative by an executive summary. Success here shows students understand the complex nature of business and can develop strategies for integrating multiple business functions to achieve organizational goals. The assessment showed that students met the SLOs at a very high rate. A single standardized assessment was used, in which an executive summary of a business plan was written based on a larger plan worked on throughout the semester. Student achieved at a very high rate compared to previous assessments, likely due to the use of a shorter executive summary rather than a larger plan. (05/20/2019) Faculty Assessment Leader: J. Escalante Troesh	Action: Consider increasing the standard for SLO achievement (09/01/2022) Action Category: SLO/PLO Assessment Process
		Semester and Year Assessment Conducted: 2015-16 (Fall 2015)	Action: Develop guided practice for students to identify how

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		<p>Standard Met? : Standard Met</p> <p>Across 2 sections, 80.5% of students who attempted the assessment scored above 70%. The SLO assesses students' ability to integrate learning and practices across multiple areas of business (such as marketing, accounting, and human resources) into a single cohesive plan. Success here shows students understand the complex nature of business and can develop strategies for integrating multiple business functions to achieve organizational goals.</p> <p>The assessment showed that students met the SLOs at a very high rate. A single standardized assessment was used, in which a business plan was created by the students. (01/01/2016)</p> <p>Faculty Assessment Leader: J. Troesh</p>	<p>different business functions interrelate and affect each other. (09/01/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p> <p>Follow-Up: A new assessment tool was developed to assess this SLO individually, as was suggested in previous assessment cycles. Students were asked to explain how their business plan integrated the Marketing, Accounting, Human Resources, and other functions into a single plan. Students identified dependencies between differing business functions and explained how strategic decisions made in one functional area were based upon strategic decisions and information from other functional areas of their business plan. (01/25/2016)</p>
		<p>Semester and Year Assessment Conducted: 2014-15 (Spring 2015)</p> <p>Standard Met? : Standard Met</p> <p>Across 2 sections, 87.5% of students who attempted the assessment scored above 70%. The SLO assesses students' ability to integrate learning and practices across multiple areas of business (such as marketing, accounting, and human resources) into a single cohesive plan. Success here shows students understand the complex nature of business and can develop strategies for integrating multiple business functions to achieve organizational goals.</p> <p>The assessment showed that students met the SLOs at a very high rate. This success rate suggests a possible need to improve the rigor of the assessment, especially if the rate continues in future assessment cycles. A single standardized</p>	<p>Action: Develop guided practice for students to identify how different business functions interrelate and affect each other. (09/01/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>

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(09/01/2015)

Faculty Assessment Leader: J. Troesh