

Assessment: Course Four Column

Spring/Summer 2018



El Camino: Course SLOs (BUS) - Office Administration

ECC: BUS 28:Written Business Communications

Course SLOs	Assessment Method Description	Results	Actions										
<p>SLO #3 Content and Structure - Criticize, evaluate, and revise the content and structure of business communications.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018)</p> <p>Input Date: 11/26/2013</p>	<p>Multiple Assessments - The assessment was completed based on exam results and written assignments 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>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p># Students Who Scored > 70% = 18. Total # of Students 22.</p> <p>% Scores 70% or Higher 81%.</p> <p>Based on the observed, an aggregate total of 81% of the students demonstrated either "Satisfactory" or Above Satisfactory" level mastery of written business communications principles at the end of the course. Students are able to constructively criticize, evaluate, and revise the content and structure of business communications documents.</p> <p>(12/12/2014)</p> <p>Faculty Assessment Leader: D. Pahl</p> <p>Faculty Contributing to Assessment: X. Miranda</p>	<p>Action: Assign students to work in small teams to complete assignments. (05/07/2015)</p> <p>Action Category: Teaching Strategies</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 these SLO's.</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <table border="1"> <thead> <tr> <th>SLO #</th> <th>Total # of Students</th> <th># Students Who Scored > or =70%</th> <th># Students Who Scored < 70%</th> <th>% Scores 70% or Higher</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>18</td> <td>15</td> <td>3</td> <td>83%</td> </tr> </tbody> </table> <p>SLO 3 Based on the observed data, an aggregate total of</p>	SLO #	Total # of Students	# Students Who Scored > or =70%	# Students Who Scored < 70%	% Scores 70% or Higher	3	18	15	3	83%	<p>Action: Continue the current methods and consider adding additional support material for comprehension. (05/27/2020)</p> <p>Action Category: Teaching Strategies</p>
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	<p>Multiple Assessments - The assessment method includes written assignments, a quiz to evaluate initial writing abilities for each student and a midterm and final examination.</p> <p>Standard and Target for Success: The assessments are based upon student reading, PowerPoint lectures and in class discussions and the standard target for success is based upon the midterm and final exam. The goal is for 80% of the students receiving a score of 75% or above on these test. For the fall 2015 session, 84.8% of the students achieved this target.</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>An analysis of the fall semester student work indicates success in meeting the target goal. The number of students in this class was unusually small due to a significant number needing this course to graduate. (12/08/2015)</p> <p>Faculty Assessment Leader: N. Riggs</p>	<p>Action: Bring in additional outside resources to augment the text and associated PowerPoint. (01/19/2016)</p> <p>Action Category: Curriculum Changes</p> <p>Follow-Up: The textbook and the accompanying PowerPoint are good resources although too expensive for some students. (01/19/2016)</p> <hr/> <p>Action: Develop more writing assignments to not only baseline current student abilities but also to track improvement over the semester. (01/19/2016)</p> <p>Action Category: Teaching Strategies</p> <p>Follow-Up: The textbook and the accompanying PowerPoint are good resources although too expensive for some students. (01/19/2016)</p>

ECC: BUS 29: Oral Business Communications (Same course as SUPV 27)

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #3 Speaking Situations - Demonstrate effective planning, delivery, and time management skills for any given speaking situation. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2017-18 (Spring 2018)</p>	<p>Exam/Test/Quiz - SLO assessments are accomplished through regularly scheduled exams:</p> <p>Sample questions No matter what kind of speech, the presenter must consider</p> <p>a. the audience b. the location c. the technology *d. all of the above</p> <p>Setting is an important consideration when preparing for a presentation. The presenter must know</p> <p>a. the address b. the phone number c. the date *d. both a and c</p> <p>A "clustering list" is</p> <p>*a. a tool for focusing your presentation b. a list of items to bring to your presentation c. an organization tool for gathering information for your presentation d. both b and c</p> <p>In Maslow's hierarchy, food and shelter is</p> <p>a. necessary for personal esteem b. near the top of the pyramid *c. physiological needs d. personal needs</p> <p>Publications issued on a regular basis, such as weekly or monthly are known as</p> <p>a. magazines b. trade papers *c. periodicals</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018) Standard Met? : Standard Met A pool of 53 students achieved an overall average of 85% on the assessment. 28 students (85%) achieved better than 75%. The primary assessment for this SLO was an online test. (09/10/2018) Faculty Assessment Leader: D. Pahl</p>	<p>Action: Continue to develop alternative teaching examples focusing on the effective planning, delivery, and time management skills for any given speaking situation. (02/01/2020) Action Category: Teaching Strategies</p>
<p>Input Date: 11/26/2013</p>	<p>Setting is an important consideration when preparing for a presentation. The presenter must know</p> <p>a. the address b. the phone number c. the date *d. both a and c</p> <p>A "clustering list" is</p> <p>*a. a tool for focusing your presentation b. a list of items to bring to your presentation c. an organization tool for gathering information for your presentation d. both b and c</p> <p>In Maslow's hierarchy, food and shelter is</p> <p>a. necessary for personal esteem b. near the top of the pyramid *c. physiological needs d. personal needs</p> <p>Publications issued on a regular basis, such as weekly or monthly are known as</p> <p>a. magazines b. trade papers *c. periodicals</p>	<p>Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met A pool of 32 students achieved an overall average of 84% on the assessment. 94% of the students achieved better than 75%. The primary assessment for this SLO was an online test. (11/15/2016) Faculty Assessment Leader: D. Pahl</p>	<p>Action: Continue to develop alternative teaching examples focusing on the effective planning, delivery, and time management skills for any given speaking situation. (02/01/2018) Action Category: Teaching Strategies</p>
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	<p>Publications issued on a regular basis, such as weekly or monthly are known as</p> <p>a. magazines b. trade papers *c. periodicals</p>	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Total points earned were 331 and total possible points at 360. The resulting cumulative score for this assessment was 92%. In addition to the assessments noted above, all presentations described in SLO #1 were evaluated for delivery and time management (each presentation had a specific time element assigned). (12/01/2014) Faculty Assessment Leader: D. Pahl</p>	<p>Action: Continue with current assessment practice (02/01/2015) Action Category: Teaching Strategies</p>

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	<p>d. issues Using another person's words or ideas and passing them off as your own is known as</p> <p>a. reporting *b. plagiarism c. quoting d. conversation</p> <p>Feeling happy and fulfilled would be considered</p> <p>a. a physiological need b. self possessed c. personal esteem *d. self actualization</p> <p>Technology allows for the collection of records, indexing them, and retrieving them in what is known as</p> <p>a a. file b. computer file c. record system *d. database</p> <p>Asking yourself questions about the audience, the background of individual audience members, and audience characteristics is called</p> <p>a. planning b. being nosy *c. audience analysis d. audience programming</p> <p>Standard and Target for Success: It is expected that cumulative assessment scores will be at 80% or above for this SLO</p>		

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