

Assessment: Course Four Column

Spring/Summer 2019



El Camino: Course SLOs (BUS) - Office Administration

ECC: BUS 28:Written Business Communications

Course SLOs	Assessment Method Description	Results	Actions																				
SLO #4 Problems or Conflicts - Evaluate business problems or conflicts, organize strategies, and compose effective written communications under typical business conditions. Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015), 2016-17 (Fall 2016), 2018-19 (Spring 2019) Input Date: 11/26/2013	Exam/Test/Quiz - The assessment was completed based on exam results which covered the topics mentioned above. 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.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met <table><tr><th>SLO #</th><th>Total # of Students</th><th># Students Who Scored > 70%</th><th># Students Who Scored < 70%</th><th>% Scores</th></tr><tr><td>70% or Higher</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td>34</td><td></td><td></td><td>32</td></tr><tr><td>2</td><td></td><td>94%</td><td></td><td></td></tr></table> <p>Based on the observed data, an aggregate total of 94% 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. (09/05/2019) Faculty Assessment Leader: D. Pahl</p>	SLO #	Total # of Students	# Students Who Scored > 70%	# Students Who Scored < 70%	% Scores	70% or Higher					4	34			32	2		94%			Action: Success targets exceeded – continue current methods and additional support material for comprehension. (05/27/2022) Action Category: Teaching Strategies
SLO #	Total # of Students	# Students Who Scored > 70%	# Students Who Scored < 70%	% Scores																			
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		Semester and Year Assessment Conducted: 2016-17 (Fall 2016) Standard Met? : Standard Met <table><tr><th>SLO #</th><th>Total # of Students</th><th># Students Who Scored > 70%</th><th># Students Who Scored < 70%</th><th>% Scores</th></tr><tr><td>70% or Higher</td><td></td><td></td><td></td><td></td></tr><tr><td>4</td><td>56</td><td></td><td></td><td>46</td></tr></table>	SLO #	Total # of Students	# Students Who Scored > 70%	# Students Who Scored < 70%	% Scores	70% or Higher					4	56			46	Action: Assess the SLOs earlier in the semester (03/01/2017) Action Category: SLO/PLO Assessment Process					
SLO #	Total # of Students	# Students Who Scored > 70%	# Students Who Scored < 70%	% Scores																			
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		<p>10</p> <p>82%</p> <p>Based on the observed data, an aggregate total of 82% of the students demonstrated either “Satisfactory” or Above Satisfactory” level mastery of written business communications principles at the end of the course. Students were Evaluate business problems or conflicts, organize strategies, and compose effective written communications under typical business conditions. (12/19/2016)</p> <p>Faculty Assessment Leader: X. Miranda</p>											
		<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <table> <tr> <th>SLO #</th> <th>Total # of Students</th> <th># Students Who Scored > 70%</th> <th># Students Who Scored < 70%</th> <th>% Scores</th> </tr> <tr> <td>4</td> <td>27</td> <td>19</td> <td>8</td> <td>70%</td> </tr> </table>	SLO #	Total # of Students	# Students Who Scored > 70%	# Students Who Scored < 70%	% Scores	4	27	19	8	70%	<p>Action: Assess the SLOs earlier in the semester as soon as the material is covered (04/25/2016)</p> <p>Action Category: SLO/PLO Assessment Process</p>
SLO #	Total # of Students	# Students Who Scored > 70%	# Students Who Scored < 70%	% Scores									
4	27	19	8	70%									
		<p>Based on the observed data, an aggregate total of 70% of the students demonstrated either “Satisfactory” or Above Satisfactory” level mastery of written business communications principles at the end of the course. Students were Evaluate business problems or conflicts, organize strategies, and compose effective written communications under typical business conditions. (12/20/2015)</p> <p>Faculty Assessment Leader: X. Miranda</p>											
	<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</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: In future classes, a more rigorous assignment of evaluating business problems should be taken. This would allow the students to more fully</p>										

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	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>understand the difficulties of running a business and the importance of effective written communications. The Business English and Written Business Communication courses could be combined. (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: In future classes, a more rigorous assignment of evaluating business problems should be taken. This would allow the students to more fully understand the difficulties of running a business and the importance of effective written communications. The Business English and Written Business Communication courses could be combined. (01/19/2016)</p>

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
SLO #1 Proper Speaking Techniques - Identify and employ the proper speaking style to be used in various business situations. Course SLO Status: Active Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2015-16 (Fall 2015), 2018-19 (Spring 2019) Input Date: 11/26/2013	Presentation/Skill Demonstration - Graded in-class demonstration/presentation. Five topics as follows: - Show/Tell the audience how to do something without the use of props - Give a marketing presentation about a specific produce addressing features and benefits - Deliver a presentation introducing a person who deserves to be honored. The scenario for the presentation is an award banquet - "Tell us about yourself" – Deliver a presentation introducing yourself in a compelling way. The scenario for the presentation is an interview in front of a panel - "The Science of..." Deliver a presentation using PowerPoint or other presentation software to teach a tightly defined aspect of a broader science (Oceanography, technology, electricity, etc.)	Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met Cumulative presentation score (6 presentations 2 sections) 20,600 points. Cumulative possible presentation points 14,930. Percentage result: 72%. The most difficult challenge to overcome is not so much in knowing what style to use, but being able to stand in front of a group and use that style. Delivering a variety of presentations leads to understanding the style. (12/03/2015) Faculty Assessment Leader: D. Pahl	Action: Video students as they present so they can see and hear their work (05/01/2016) Action Category: Teaching Strategies
		Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met Cumulative presentation score (6 presentations 2 sections) 12,890 points. Cumulative possible presentation points 17,000. Percentage result: 75.8%. The most difficult challenge to overcome is not so much in knowing what style to use, but being able to stand in front of a group and use that style. Delivering a variety of presentations leads to understanding the style. (02/01/2015) Faculty Assessment Leader: D. Pahl	Action: Video students as they present so they can see and hear their work (10/01/2015) Action Category: Teaching Strategies Action: Add an additional presentation to provide more speaking opportunities (02/01/2015) Action Category: Teaching Strategies
	Standard and Target for Success: It is expected that 100% of students will score above 70% or above on this SLO.		
	Presentation/Skill Demonstration - SLO assessments are accomplished through eight graded presentations in front of the class audience.	Semester and Year Assessment Conducted: 2018-19 (Spring 2019) Standard Met? : Standard Met A pool of 23 students achieved an overall average of 88% on the assessment. 20 students (87%) achieved better than	Action: Continue to develop alternative teaching examples focusing on the effective planning, delivery, and time management skills for any given speaking

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Sample presentation guidelines:</p> <p>Sales presentation: In a four minute presentation with slides, sell a product to the audience. Show and discuss features and benefits in order to persuade the audience. Presentation requirements include appropriate slides for support, a full script, and delivery within the assigned time range.</p> <p>Interview Presentation: Prepare and deliver a two minute presentation for the following commonly asked interview questions. This is to be a conversation that might start the interview. Presentation will be delivered in front of an audience (the class) and will be graded. A full script will be graded.</p> <p>Standard and Target for Success: It is expected that cumulative assessment scores will be at 80% or above for this SLO.</p>	<p>75%. The primary assessment for this SLO was in the form of a public presentation. (09/05/2019)</p> <p>Faculty Assessment Leader: D. Pahl</p>	<p>situation. (02/01/2021)</p> <p>Action Category: Teaching Strategies</p>

ECC: BUS 60A:Microcomputer Keyboarding I

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Techniques - Demonstrate proper touch keyboarding techniques on alphabetic and numeric/symbol keys during lab assignments and tests.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2014-15 (Fall 2014), 2018-19 (Spring 2019), 2020-21 (Spring 2021)</p> <p>Input Date: 03/19/2015</p> <p>Comments:: + SP 2023</p>	<p>Performance - This is an observation-based assessment designed to evaluate actual versus best practices for a keyboard operator. As shown below, the assessment is based on a rubric of specific factors.</p> <p>Standard and Target for Success: COMPUTER TECHNIQUE EVALUATION FORM</p> <p>WORKSTATION</p> <ol style="list-style-type: none"> Positions the chair so that the upper and lower legs form a 90-degree angle and the lower back is supported. Positions the keyboard even with the front of the desk. Tilts and positions the textbook on either side of the monitor as close to it vertically and horizontally as possible to minimize head and eye movement and avoid neck strain. Positions the mouse next to the keyboard. <p>POSITION AT THE KEYBOARD</p> <ol style="list-style-type: none"> Centers the body opposite the j key. Leans forward slightly from the hips, with the base of the spine touching the back of the chair and the feet flat on the floor. Keeps the elbows alongside the body in a relaxed position. 	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>83% of students (10 of 12) satisfied this evaluation. (12/12/2014)</p> <p>Faculty Assessment Leader: D. Pahl</p> <p>Faculty Contributing to Assessment: K. Maschler</p>	<p>Action: Continue to train and emphasize proper technique for all students (10/06/2015)</p> <p>Action Category: Teaching Strategies</p>

Course SLOs	Assessment Method Description	Results	Actions
	<p>8. Curves the fingers naturally over home position, with the back of the hand at the same angle as the keyboard.</p> <p>KEYSTROKING</p> <p>9. Keeps the forearms horizontal and raises the hand slightly when keying so that the wrists do not touch the keyboard or desk.</p> <p>10. Makes quick, snappy strokes using the correct fingers.</p> <p>11. Returns immediately to the home position or moves to the next position after each stroke.</p> <p>12. Operates all keys by touch, keeping the eyes on the copy most of the time while keying.</p> <p>It is expected that 70% or more students will achieve a satisfactory score on the evaluation.</p> <p>Homework Problems - Students will be observed while taking a series of 3-minute timed writings to determine their NWPM (net words per minute) keyboarding speed while using proper technique and posture.</p> <p>Standard and Target for Success: It is expected that a minimum of 70% of all students participating in the final timed writings will exhibit satisfactory posture and keyboarding techniques.</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Met</p> <p>Number of students taking final timed writings: 12</p> <p>Number of students exhibiting proper keyboarding techniques: 9 75.0%</p> <p>Number of students not exhibiting proper keyboarding techniques: 3 25.0%</p> <p>(06/19/2019)</p> <p>Faculty Assessment Leader: R. Harris</p>	<p>Action: Emphasize the need for proper posture and keyboarding technique during the mandatory orientation session, and follow-up email correspondence. (12/31/2019)</p> <p>Action Category: Teaching Strategies</p>

ECC: BUS 60B:Microcomputer Keyboarding II and Document Processing

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Creating and Formatting a Business Letter - Demonstrate the ability to create and properly format a standard business letter.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2018-19 (Spring 2019)</p> <p>Input Date: 03/19/2018</p>	<p>Presentation/Skill Demonstration - Given unformatted copy, students will create and format a standard business letter.</p> <p>Standard and Target for Success: It is expected that a minimum of 75% of the students will complete this assignment at least satisfactorily. See below for rubric/definition of satisfactory.</p> <p>Excellent: Business letter completed and correctly formatted Satisfactory: Business letter completed with minor formatting errors/omissions Unsatisfactory: Business letter completed with major formatting errors/omissions Failing: Business letter not completed</p>	<p>Semester and Year Assessment Conducted: 2017-18 (Spring 2018)</p> <p>Standard Met? : Standard Met</p> <p>Total number of students participating: 4 Excellent: 50.00% (2/4) Satisfactory: 25.00% (1/4) Unsatisfactory: 25.00% (1/4) Failing: 0.00% (0/4)</p> <p>75.00% of the class scored satisfactorily or above The one student who was unsatisfactory for this SLO handed in her business letter with a number of uncorrected errors. I emailed the student to see if they were aware that the document needed to be proofread and corrected. The student never responded. (06/06/2018)</p> <p>Faculty Assessment Leader: R. Harris</p>	<p>Action: More online communication with students not making satisfactory progress. (12/13/2018)</p> <p>Action Category: Teaching Strategies</p>
	<p>Homework Problems - Given unformatted copy, students will create and format a standard business letter.</p> <p>Standard and Target for Success: It is expected that a minimum of 75% of the students will complete this assignment at least satisfactorily. See below for rubric/definition of satisfactory.</p> <p>Excellent: Business letter completed and correctly formatted Satisfactory: Business letter completed with minor formatting errors/omissions</p>	<p>Semester and Year Assessment Conducted: 2018-19 (Spring 2019)</p> <p>Standard Met? : Standard Not Met</p> <p>Total number of students enrolled: 8 Excellent: 37.50% (3/8) Satisfactory: 12.50% (1/8) Unsatisfactory: 0.00% (0/4) Failing: 50.00% (4/8)</p> <p>Only 50.00% of the class scored satisfactorily or above. The four students that failed was due to the fact that they did not attempt the assignment. All four did not attend the mandatory orientation session, and two of them did not log into the online class at all despite numerous email "reminders" from me. (06/19/2019)</p> <p>Faculty Assessment Leader: R. Harris</p>	<p>Action: More online communication with students not making satisfactory progress (12/13/2019)</p> <p>Action Category: Teaching Strategies</p>

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Unsatisfactory: Business letter completed with major formatting errors/omissions
Failing: Business letter not completed

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

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