

Assessment: Course Four Column

FALL 2015



El Camino: Course SLOs (BUS) - Office Administration

ECC: BUS 27:Effective English for Business

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 Business Correspondence - Demonstrate the ability to use proper grammar, sentence and structure, and punctuation when composing typical business correspondence.</p> <p>Course SLO Status: Active Course SLO Assessment Cycle: 2015-16 (Fall 2015) Input Date: 03/03/2015</p>	<p>Multiple Assessments - SLO assessments are accomplished through regularly scheduled examinations, online and in class testing and homework.</p> <p>Standard and Target for Success: It is expected that 80% of students will score at 70% or better on the related assessment.</p> <p>Sample questions:</p> <p>_____ are groups of words that express complete thoughts.</p> <p>a. Phrases *b. Sentences c. Dependent clauses d. Predicates</p> <p>To be complete, sentences must make sense and contain a subject and a ____.</p> <p>a. comma b. dependent clause c. helping verb *d. predicate</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015) Standard Met? : Standard Met A pool of 25 students achieved an overall average of 80% on the assessment. The primary assessment for this SLO was an online test supported by homework and in class work. (12/18/2015) Faculty Assessment Leader: D. Pahl</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014) Standard Met? : Standard Met A pool of 23 students achieved an overall average of 88% on the assessment. 18 students (78% of the population) scored at 70% or higher The primary assessment for this SLO was an online test supported by homework and in class work. Assessments consisted of online and in class testing, homework, and in class work groups. (02/01/2015) Faculty Assessment Leader: D. Pahl</p>	<p>Action: Continue to focus on the elements of grammar in properly constructing sentences and paragraphs. Develop alternative methods of teaching focusing on the elements of grammar. (11/15/2016) Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue to focus on the elements of grammar. (11/15/2015) Action Category: Teaching Strategies</p>

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A group of related words without a subject and a verb is called a(n) ____.

- a. dependent clause
- b. independent clause
- *c. phrase

A ____ sentence contains two complete but related thoughts.

- a. simple
- *b. compound
- c. complex
- d. compound-complex

In the sentence Profits are excellent, the sentence pattern is ____.

- a. subject?verb
- b. subject?action verb?object
- *c. subject?linking verb?complement
- d. inverted order

Identify the following group of words: When will my return be processed

- a. command
- b. statement
- *c. question
- d. exclamation

ECC: BUS 28:Written Business Communications

Course SLOs	Assessment Method Description	Results	Actions															
<p>SLO #2 Logical Patterns - Develop logical patterns of presenting ideas as a means of achieving clear, concise expression. Compose various business documents, applying the principles of effective communication. Write clear and effective business documents.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</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% = 16. Total # of Students = 22.</p> <p>% Scores 70% or Higher = 73%.</p> <p>Based on the observed, an aggregate total of 73% of the students demonstrated either “Satisfactory” or Above Satisfactory” level mastery of written business communications topics at the three quarter point of the course. Students are demonstrating a strong knowledge of developing logical patterns of presenting ideas as means of achieving concise expression and applying the principles of effective communication when composing various business documents. Assessment will continue throughout the end of the term to determine any growth in the level of student comprehension. (There were several students who did not complete all of the assignments related to topics being studied. This could have been a contributing factor for those students who did not past the assessment. (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: 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>70% or Higher</td><td></td><td></td><td></td><td></td></tr><tr><td>2</td><td>27</td><td>20</td><td>7</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 written business communications principles at the end of the course. Students are able to Develop logical patterns of presenting ideas as a means of achieving clear, concise expression. Compose various business documents, applying the</p>	SLO #	Total # of Students	# Students Who Scored > 70%	# Students Who Scored < 70%	% Scores	70% or Higher					2	27	20	7	74%	<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>
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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,</p> <table> <tr> <th>1st Test</th><th>Cover Letter</th><th>Resume</th><th>Product Letter</th></tr> <tr> <td></td><td>Political Letter</td><td>Final</td><td>.</td></tr> <tr> <td></td><td>Participation</td><td>Total</td><td>. Extra</td></tr> <tr> <td>credit</td><td>.</td><td></td><td></td></tr> <tr> <td>25</td><td>5</td><td>10</td><td>35</td></tr> <tr> <td></td><td>10</td><td>5</td><td></td></tr> <tr> <td>80%</td><td>100%</td><td>90%</td><td>76%</td></tr> <tr> <td></td><td>100%</td><td>100%</td><td></td></tr> <tr> <td>74%</td><td>100%</td><td>90%</td><td>63%</td></tr> <tr> <td></td><td>85%</td><td>80</td><td></td></tr> <tr> <td>68%</td><td>80%</td><td>95%</td><td>100%</td></tr> <tr> <td></td><td>100%</td><td>93</td><td></td></tr> <tr> <td>70%</td><td>90%</td><td>90%</td><td>36%</td></tr> <tr> <td></td><td>100%</td><td>71</td><td></td></tr> <tr> <td>82%</td><td>0%</td><td>80%</td><td>63%</td></tr> <tr> <td></td><td>70%</td><td>70</td><td></td></tr> <tr> <td>76%</td><td>85%</td><td>80%</td><td>57%</td></tr> <tr> <td></td><td>70%</td><td>70</td><td></td></tr> <tr> <td>90%</td><td>100%</td><td>95%</td><td>83%</td></tr> <tr> <td></td><td>90%</td><td>95</td><td></td></tr> <tr> <td>82%</td><td>95%</td><td>90%</td><td>93%</td></tr> <tr> <td></td><td>85%</td><td>92</td><td></td></tr> <tr> <td>88%</td><td>80%</td><td>85%</td><td>73%</td></tr> <tr> <td></td><td>100%</td><td>87</td><td></td></tr> <tr> <td>94%</td><td>90%</td><td>90%</td><td>100%</td></tr> <tr> <td></td><td>50%</td><td>84</td><td></td></tr> <tr> <td>85%</td><td>90%</td><td>90%</td><td>90%</td></tr> <tr> <td></td><td>100%</td><td>91</td><td></td></tr> <tr> <td>94%</td><td>90%</td><td>90%</td><td>90%</td></tr> </table>	1st Test	Cover Letter	Resume	Product Letter		Political Letter	Final	.		Participation	Total	. Extra	credit	.			25	5	10	35		10	5		80%	100%	90%	76%		100%	100%		74%	100%	90%	63%		85%	80		68%	80%	95%	100%		100%	93		70%	90%	90%	36%		100%	71		82%	0%	80%	63%		70%	70		76%	85%	80%	57%		70%	70		90%	100%	95%	83%		90%	95		82%	95%	90%	93%		85%	92		88%	80%	85%	73%		100%	87		94%	90%	90%	100%		50%	84		85%	90%	90%	90%		100%	91		94%	90%	90%	90%	<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: For the Fall Semester utilizing the resources of the Internet was increased, most notably the tremendous programs on youtube.com. In addition while this course concentrates on the basics of business writing, the development of personal ethics and values was stressed. The results of this effort is not readily available but the in class discussion was very positive. (01/19/2016)</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: For the Fall Semester utilizing the resources of the Internet was increased, most notably the tremendous programs on youtube.com. In addition while this course concentrates on the basics of business writing, the development of personal ethics and values was stressed. The</p>
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		80% 95 60% 90% 90% 95% 100% 100% 66% 90% 86 50%	results of this effort is not readily available but the in class discussion was very positive. (01/19/2016)
		(12/07/2015) Faculty Assessment Leader: N. Riggs Related Documents: BUS 28 SLO #2.doc	

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>
<p>SLO #2 Effective Messages - Develop logical presentation skills as a means of delivering an effective message.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/26/2013</p>	<p>Exam/Test/Quiz - SLO evaluated on knowledge elements such as body language, delivery, time, and effectiveness.</p> <p>Performance examination (sample)</p> <p>Which of the following sensory equipment do humans use for communication channels</p> <ul style="list-style-type: none"> a. eyes b. ears c. nose d. skin *e. all of the above 	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Total points earned were 805 and total possible points at 1000. The resulting cumulative score for this assessment was 80%. (12/03/2015)</p> <p>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. (04/01/2016)</p> <p>Action Category: Teaching Strategies</p>
	<p>Which of the following perceptions does not affect your speech</p> <ul style="list-style-type: none"> a. how you see yourself b. how you behave *c. how others see you d. how you think about things e. none of the above <p>Statements that evaluate or criticize are known as</p> <ul style="list-style-type: none"> a. critical language b. evaluative language *c. judgmental language d. reporting language <p>One of the ways we listen is</p> <ul style="list-style-type: none"> a. comprehensively b. critically c. empathetically *d. all of the above <p>Barriers to listening include all except</p> <ul style="list-style-type: none"> a. cannot hear 	<p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Total points earned were 765 and total possible points at 920. The resulting cumulative score for this assessment was 83%. These assessments were followed by the presentations noted in SLO #1. Scripts for all presentations were written and evaluated for completeness and logical progression. (12/01/2014)</p> <p>Faculty Assessment Leader: D. PHL</p>	<p>Action: Continue with current assessment practice (02/01/2015)</p> <p>Action Category: Teaching Strategies</p>

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>*b. cannot see c. cannot understand d. don't understand</p> <p>Vocal qualities that accompany a verbal message include a. pitch b. volume c. timbre d. rate *e. all of the above</p> <p>The term "dysfunctional clues" refers to a. hidden meaning b. odd body language c. willful misleading *d. filler words</p> <p>The care and precision with which you use your tongue and jaw to create clear speech sounds is known as a. enunciation b. deliberation *c. diction d. dystopian</p> <p>Self-image is the way you express yourself through a. hair-style b. clothing c. personal surroundings *d. all of the above</p> <p>Appropriate personal grooming refers to good a. health b. oral care *c. hygiene</p>		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>d. hair</p> <p>How people feel about themselves is often revealed through their</p> <ul style="list-style-type: none"> a. eye movement *b. posture c. hand gestures <p>Psychological fears causing stage fright include all except</p> <ul style="list-style-type: none"> *a. calmness b. large audience c. resentment d. lack of knowledge <p>Discomfort in any speaking situation causes these negative behaviors except</p> <ul style="list-style-type: none"> a. rapid speech b. inappropriate laughter c. nervous movement *d. steady voice <p>Comments like "I'm no good at math," or "I don't think I'll ever learn this" are indicators of</p> <ul style="list-style-type: none"> a. low intelligence b. low energy *c. low self-esteem d. low resistance <p>Successful communications on the job should include which of the following conditions</p> <ul style="list-style-type: none"> a. willingness to take a risk b. positive climate c. listening d. withholding judgment *e. all of the above 		

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
	<p>Two types of questions are</p> <ul style="list-style-type: none"> a. directive and oblique b. reportmental and judgmental *c. directive and nondirective d. direct and evasive <p>Norms of behavior in business and life are known as</p> <ul style="list-style-type: none"> a. laws b. rules c. priorities *d. protocols <p>Standard and Target for Success: It is expected that cumulative assessment scores will be at 80% or above for this SLO</p>		

ECC: BUS 43:Office Procedures

Course SLOs	Assessment Method Description	Results	Actions
<p>SLO #2 Time Management - Demonstrate an understanding of time management principles and organizational skills in an office environment.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/26/2013</p>	<p>Exam/Test/Quiz - SLO assessments are accomplished through regularly scheduled examinations.</p> <p>Standard and Target for Success: It is expected that 80% of students will score at 70% or better on the related assessment.</p> <p>Sample assessment questions:</p> <p>An example of a time waster at work is</p> <p>A. interruptions. 4%</p> <p>B. other people. 0%</p> <p>C. disorganization. 4%</p> <p>D. All the above 71%</p> <p>One way of staying motivated is to</p> <p>A. measure your progress. 80%</p> <p>B. accept interference. 0%</p> <p>C. punish yourself for missteps. 0%</p> <p>D. give up on goals that you do not reach. 0%</p> <p>Stress</p> <p>A. is an unusual occurrence. 0%</p> <p>B. produces the same responses in all people. 0%</p> <p>C. is</p>	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Students achieved an overall average Of 76% on this SLO. It should be noted that assessment questions were imbedded in regularly scheduled quizzes and the scores reflect answers of students who took the quizzes. (12/03/2015)</p> <p>Faculty Assessment Leader: D. Pahl</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>A pool of 20 students earned 189 points out of a possible 210 total points. The resulting cumulative score for this assessment was 90%. This reflects online and in class testing and homework. (02/01/2015)</p> <p>Faculty Assessment Leader: D. Pahl</p> <hr/> <p>Semester and Year Assessment Conducted: 2013-14 (Fall 2013)</p> <p>Standard Met? : Standard Met</p> <p>Student results, based questions from the sample above, satisfactorily achieved in this assessment category in all but one of the questions. Taken strictly, this would indicate that some additional discussion regarding time management is necessary. However, as will be noted below, once null responses are taken into account even though the question suggests only 71% answered satisfactorily, it is more than likely the majority of responders answered correctly. Given this, it is likely that sufficient emphasis on time management is incorporated in the curriculum.</p> <p>As seen in the results above, students responding to the selected quiz questions achieved the SLO standard of 80%. It should be noted that assessment questions were imbedded in regularly scheduled quizzes and the scores reflect answers of students who took the quizzes. As a result, percentages noted above reflect actual responses as well as "no response" indicating either a skipped question or an entire quiz not taken. Future assessments will</p>	<p>Action: Continue to provide real world examples as a meaningful supplement to text materials (10/10/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue to provide real world examples as a meaningful supplement to text materials (11/01/2015)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue to provide real world examples as a meaningful supplement to text materials. (05/13/2014)</p> <p>Action Category: Teaching Strategies</p>

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	caused by the same factors for everyone. 0% D. can be short-term or long-term. 80%	specifically target SLOs and the reporting will reflect only actual responses. (11/12/2013) Faculty Assessment Leader: David Pahl	
	Which type of workers plans, coordinates, and supervises the work of administrative assistants and support staff? A. office managers 80% B. coworkers 0% C. human resources associates 0% D. information processing workers 0%		

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

<i>Course SLOs</i>	<i>Assessment Method Description</i>	<i>Results</i>	<i>Actions</i>
<p>SLO #2 Effective Messages - Develop logical presentation skills as a means of delivering an effective message.</p> <p>Course SLO Status: Active</p> <p>Course SLO Assessment Cycle: 2015-16 (Fall 2015)</p> <p>Input Date: 11/26/2013</p>	<p>Exam/Test/Quiz - SLO evaluated on knowledge elements such as body language, delivery, time, and effectiveness.</p> <p>Performance examination (sample)</p> <p>Which of the following sensory equipment do humans use for communication channels</p> <ul style="list-style-type: none"> a. eyes b. ears c. nose d. skin *e. all of the above <p>Which of the following perceptions does not affect your speech</p> <ul style="list-style-type: none"> a. how you see yourself b. how you behave *c. how others see you d. how you think about things e. none of the above <p>Statements that evaluate or criticize are known as</p> <ul style="list-style-type: none"> a. critical language b. evaluative language *c. judgmental language d. reporting language <p>One of the ways we listen is</p> <ul style="list-style-type: none"> a. comprehensively b. critically c. empathetically *d. all of the above <p>Barriers to listening include all except</p> <ul style="list-style-type: none"> a. cannot hear 	<p>Semester and Year Assessment Conducted: 2015-16 (Fall 2015)</p> <p>Standard Met? : Standard Met</p> <p>Total points earned were 805 and total possible points at 1000. The resulting cumulative score for this assessment was 80%. (12/03/2015)</p> <p>Faculty Assessment Leader: D. Pahl</p> <hr/> <p>Semester and Year Assessment Conducted: 2014-15 (Fall 2014)</p> <p>Standard Met? : Standard Met</p> <p>Total points earned were 765 and total possible points at 920. The resulting cumulative score for this assessment was 83%. These assessments were followed by the presentations noted in SLO #1. Scripts for all presentations were written and evaluated for completeness and logical progression. (12/01/2014)</p> <p>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. (04/01/2016)</p> <p>Action Category: Teaching Strategies</p> <hr/> <p>Action: Continue with current assessment practice (02/01/2015)</p> <p>Action Category: Teaching Strategies</p>

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	<p>*b. cannot see c. cannot understand d. don't understand</p> <p>Vocal qualities that accompany a verbal message include a. pitch b. volume c. timbre d. rate *e. all of the above</p> <p>The term "dysfunctional clues" refers to a. hidden meaning b. odd body language c. willful misleading *d. filler words</p> <p>The care and precision with which you use your tongue and jaw to create clear speech sounds is known as a. enunciation b. deliberation *c. diction d. dystopian</p> <p>Self-image is the way you express yourself through a. hair-style b. clothing c. personal surroundings *d. all of the above</p> <p>Appropriate personal grooming refers to good a. health b. oral care *c. hygiene</p>		

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	<p>d. hair</p> <p>How people feel about themselves is often revealed through their</p> <p>a. eye movement</p> <p>*b. posture</p> <p>c. hand gestures</p> <p>Psychological fears causing stage fright include all except</p> <p>*a. calmness</p> <p>b. large audience</p> <p>c. resentment</p> <p>d. lack of knowledge</p> <p>Discomfort in any speaking situation causes these negative behaviors except</p> <p>a. rapid speech</p> <p>b. inappropriate laughter</p> <p>c. nervous movement</p> <p>*d. steady voice</p> <p>Comments like "I'm no good at math," or "I don't think I'll ever learn this" are indicators of</p> <p>a. low intelligence</p> <p>b. low energy</p> <p>*c. low self-esteem</p> <p>d. low resistance</p> <p>Successful communications on the job should include which of the following conditions</p> <p>a. willingness to take a risk</p> <p>b. positive climate</p> <p>c. listening</p> <p>d. withholding judgment</p> <p>*e. all of the above</p>		

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