**DeAnza College**

# SLO Assessment Cycle for BUS 65

*Leadership* SLO Modified: [04/21/2010]

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### Deborah Miller's Team Members:

1. Jack Lynch (x8421) BUS

**Additional Team members not on list/notes about team:**

Jack Lynch,

**Additional Notes:**

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## Outcomes:

**Outcome 1: Statement** Modified: []

Compare, contrast and demonstrate leadership behaviors.

## Assessment Cycle Records:

**Outcome 1: Assessment Planning** Modified: [04/11/2011]

**Assessment Strategy Used:**
Quarter: Winter 2011
Assessors: Deborah Miller
Assessment Tools: Exams
Sections being assessed: .01

**Outcome 1: Reflect & Enhance** Modified: [04/29/2011]

**Number of people involved in Phase III:** 1

**Changes:**

**Methods:**
Assessment tool: 3 multiple choice questions (#17, #33, #37) on midterm exam.30 students (100% of class) took the midterm. Methodology: question #17 required the student to analyze which leadership behavior was being demonstrated in a given fact situation; question #33 involved contrasting leadership behaviors; question #37 required a comparison of leadership behaviors. Thus, each part of SLO #1 was targeted by a question.

**Summary:**
1) Question #17 was answered accurately by 29 out of 30 students (97%), indicating a high success rate for being able to identify the demonstration of a leadership behavior. Question #33 was answered correctly by 27 out of 30 students (90%), indicating a high success rate for contrasting leadership behaviors. Question #37 was answered correctly by 25 out of 30 students (83%), indicating a good success rate for comparing leadership behaviors.

2) SLO #1 does not need to be changed.

3) The exam was open book and open notes, which might cause a question as to the validity of the assessment; however, the questions were worded in a way that answers were not obvious by referring to the text or notes. Question #17 might be replaced with an in-class presentation/demonstration by the student of an effective leadership behavior. I do think that Question #37 should be changed to eliminate one of the choices that, in hindsight, might have caused confusing in comparing the leadership behaviors described in the question. Otherwise, I believe the assessment is appropriate and do not recommend changing it.

4) I believe that more comparison examples of leadership behaviors in class would be helpful in the future. This could be done by having the students actively engage in comparisons in their team work.

**Enhancement (Part I):**
I plan on incorporating more comparisons of leadership behaviors in class team work. I am considering an assessment of an in-class

presentation by students of the demonstrating of leadership behaviors. I plan on modifying assessment question #37 to substitute choice B for something less confusing. This will occur the next time I teach this course.

**Enhancement (Part II):**
none

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**Outcome 2: Statement** Modified: []

Distinguish the roles, interaction and impact of the leader, the follower and the situation in the leadership model.

**Outcome 2: Assessment Planning** Modified: [04/11/2011]

**Assessment Strategy Used:**
Quarter: Winter 2011
Assessors: Deborah Miller
Assessment Tools: Exams
Sections being assessed: .01

**Outcome 2: Reflect & Enhance** Modified: [04/29/2011]

**Number of people involved in Phase III:** 1

**Changes:**

**Methods:**
Assessment tool: A total of six questions on the final exam. 1 true/false question (#35) and 5 multiple choice questions (#36, #37, #38, #39, #40). 30 students (100% of class) took the final.

Methodology: Questions were targeted to assess the students' ability to distinguish between leader and follower roles, leader and follower interactions, and leader and follower impacts on the leadership model. Questions were also designed to assess the students' ability to distinguish between leader and situational factors. The attempt was to target each part of SLO #2 with a question.

**Summary:**
1) Question #35 (T/F) was answered accurately by 13 out of 30 students (43%); question #36 was answered correctly by 21 out of 30 students (70%); question #37 was answered correctly by 23 out of 30 students (77%); question #38 was answered correctly by 22 out of 30 students (73%); question #39 was answered correctly by 29 out of 30 students (97%); question # 90 was answered correctly by 28 out of 30 students (93%); question #91 was answered correctly by 17 out of 30 students (57%).

The assessments revealed mixed results, resulting in a need for a deeper look at the underlying factors. For example, from a statistical standpoint, question #35 (T/F) would have been answered at 50% (versus 43%) if the students had guessed at the answer. After carefully reviewing the assessment questions and results, it appears that a majority of students were acquiring the targeted knowledge, though improvement in classroom techniques is also recommended. In hindsight, I realize that my attempt to match wording in the assessment questions too closely to the exact wording in SLO #2 resulted in confusing questions that did not accurately reflect the material that was presented to the class.

2) I do not recommend changes to SLO #2

3) I recommend changing some of the assessment questions so that the wording conforms to the information imparted in the course as opposed to my pedantic attempt to match the wording in the SLO. The exam was open book and open notes, which might cause a question as to the validity of the assessment; however, questions were worded in a way that answers were not obvious by referring to the text or notes.

4) It is difficult to assess whether the imparting of knowledge should be changed until the wording of new assessment tools are attempted. When that happens, then the delivery of the course and imparting of knowledge can be better evaluated.

**Enhancement (Part I):**
The next time I teach the course I will change some of the assessment questions to match the information taught in the course rather than trying to force fit words from the SLO. I will also focus on new classroom techniques to achieve higher outcome results.

**Enhancement (Part II):**
none

[ Number of Outcomes for BUS 65: **2** ]