De Anza College

SLO Assessment Cycle for BUS 21

Business and Society SLO Modified: [04/21/2010]

Byron Lilly's Team Members:

1. Guillermo Hernandez (x) BUS
2. David Stringer (x8539) BUS

Additional Team members not on list/notes about team:

Additional Notes:

Outcomes:

Outcome 1: Statement Modified: [03/17/2010]

Describe and evaluate the industrial revolution with regard to its effects on human welfare, both positive and negative.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [04/23/2010]

Assessment Strategy Used:
Quarter: Winter 2010
Assessors: Byron Lilly
Assessment Tools: Exams
Sections being assessed: 64Z

Outcome 1: Reflect & Enhance Modified: [05/12/2010]

Number of people involved in Phase III: 1

Changes:
Not applicable. First time.

Methods:
I mapped one 10 point essay question and 3 multiple choice questions on the final exam to this SLO. I tabulated the grand total number of points earned by all students in the class on these four questions and divided by the maximum points possible (13 points). The result was 43.9%. That is, the average student earned 5.7 points on these four questions together, out of a possible 13 points - or 43.9%.

Summary:
As noted above, the average student who completed my Winter 2010 section of Business 21 earned 5.7 points on these four questions together, out of a possible 13 points. My interpretation of this statistic is that, as a group, these students "acquired" an estimated 43.9% of the skills and knowledge referenced by this SLO. This fell far short of my expectations! I would like to see this get to AT LEAST 70% as soon as possible, and preferably to at least 75%!

The average acquisition rate (or performance rate) on the three *multiple choice* questions I mapped to this SLO actually wasn't too bad - 73.6%. It was the 10 point essay that students "crashed and burned" on, relative to my hopes and expectations. The exact wording of the essay question was: "What was the industrial revolution? What were some of the improvements it brought to the members of society? What were some of the major effects it had on the business-government-society relationship?"

All of the information students needed for a full credit answer to this question could be found in chapter 2. So the puzzle these learning results present is: how could students perform so poorly on this essay, when the exam was open-book, they all had their books with them, and all the information they needed was in the book?

I think I may have found the answer to this question. It has two parts.

Part 1 of the answer: Chapter 2 contains a 400 word section entitled "The Industrial Revolution," but *that section does not contain all the information needed to answer this essay question.* Instead, the information is spread out throughout chapter 2. *Some of the information* is contained in the section entitled "The Industrial Revolution," and *almost every student earned the points for this part of the question.* Students who scored well on this essay question *also found the information located elsewhere in the chapter* needed for a full-credit

answer.

Part 2 of the answer: This essay question was a "synthesis" question. That is, it asked students to think about material that had been presented in the class *in a new way*, in real-time, during the final exam.

I have a theory that, when a course is structured in such a way that a student can earn 100% of the assignment points (or anywhere near) without reading every sentence on every assigned page in the required reading, many students "do the minimum" and don't actually read the book the way we as instructors usually hope they will. My current working hypothesis is that many students in this class "did the minimum" during the quarter in Winter 2010, and this left them ill-prepared for the "industrial revolution" essay question, both because the information needed was spread out through the chapter, and because the question was, to some degree, a synthesis question. If they never actually read all of chapter 2 (every sentence,) then they would not know that the information they needed (or some of it) was hiding in sections with titles like "Inequality," "Population Growth," and "Technology." They would find themselves reading the chapter for the first time during the exam, and by consulting their watches, could see that this might not be practical. They would then abandon the essay in a partially finished state, and hope for the best.

Enhancement (Part I):
I plan to add one or more assignments to the body of course calling upon the students to pull together the information on the industrial revolution that is spread through chapter 2, and that is needed to answer this essay question that appears on the final exam. That way, students who conscientiously perform that assignment during the quarter will, I believe, be far better prepared to address this essay question during the final exam.

Enhancement (Part II):
None.

Outcome 2: Statement Modified: [03/17/2010]

Describe how and why businesses are legally permitted to influence the political process in the United States. Describe the current limits on that power.

Outcome 2: Assessment Planning Modified: [04/23/2010]

Assessment Strategy Used:
Quarter: Winter 2010
Assessors: Byron Lilly
Assessment Tools: Exams
Sections being assessed: 64Z

Outcome 2: Reflect & Enhance Modified: [05/12/2010]

Number of people involved in Phase III: 1

Changes:

Methods:
I mapped 14 multiple choice questions on the final exam to this SLO. I tabulated the grand total number of points earned by all students in the class on these fourteen questions and divided by the maximum points possible (14 points). The result was 67.7%. That is, the average student earned 9.5 points on these fourteen questions together, out of a possible 14 points - or 67.7%.

Summary:
I would like to be able to interpret this statistic to mean that students "acquired" an estimated 67.7% of the skills and knowledge referenced by this SLO. However, since most of these multiple choice questions had four choices, an average student score of 25% on these questions would be evidence that NO learning had taken place. A more accurate (although probably not the *most* accurate) way to interpret these results is that the average student who completed the class acquired 57% of the targeted knowledge set. Again, I would like to see this rise to 70% as soon as possible. Seventy percent is my minimum target.

Enhancement (Part I):
I am still thinking about how to get to my 70% knowledge acquisition target.

Enhancement (Part II):

Outcome 3: Statement Modified: [03/17/2010]

List and evaluate the ways in which society attempts to get businesses to behave in an ethical and socially-responsible fashion.

Outcome 3: Assessment Planning Modified: [04/23/2010]

Assessment Strategy Used:
Quarter: Winter 2010
Assessors: Byron Lilly
Assessment Tools: Exams
Sections being assessed: 64Z

Outcome 3: Reflect & Enhance Modified: [05/12/2010]

Number of people involved in Phase III: 1

Changes:

Methods:
I mapped 15 multiple choice questions on the final exam to this SLO. I tabulated the grand total number of points earned by all students in the class on these fourteen questions and divided by the maximum points possible (15 points). The result was 75.2%. That is, the average student earned 11.3 points on these fourteen questions together, out of a possible 15 points - or 75.2%.

Summary:
I would like to be able to interpret this statistic to mean that students "acquired" an estimated 75.2% of the skills and knowledge referenced by this SLO. However, since most of these multiple choice questions had four choices, an average student score of 25% on these questions would be evidence that NO learning had taken place. A more accurate (although probably not the most accurate) way to interpret these results is that the average student who completed the class acquired 67% of the targeted knowledge set. Again, I would like to see this rise to 70% as soon as possible. Seventy percent is my minimum target.

Enhancement (Part I):
I am still thinking about how to get the rate of acquisition of the knowledge and skill represented in this SLO up to at least 70%. Since its within 3 percentage points right now, I am assigning this my lowest priority.

Enhancement (Part II):

Outcome 4: Statement Modified: [03/17/2010]

Defend the proposition that honesty is important in business.

Outcome 4: Assessment Planning Modified: [04/23/2010]

Assessment Strategy Used:
Quarter: Winter 2010
Assessors: Byron Lilly
Assessment Tools: Exams
Sections being assessed: 64Z

Outcome 4: Reflect & Enhance Modified: [05/12/2010]

Number of people involved in Phase III: 1

Changes:

Methods:
I mapped one 10 point essay question on the final exam to this SLO. I tabulated the grand total number of points earned by all students in the class on this essay and divided by the maximum points possible (10 points). The result was 35.2%. That is, the average student earned 3.52 points on this essay, out of a possible 10 points - or 35.2%.

Summary:
As noted above, the average student who completed my Winter 2010 section of Business 21 earned only 3.52 points on this essay question, out of a possible 10 points. My interpretation of this statistic is that, as a group, these students "acquired" an estimated 35.2% of the skills and knowledge referenced by this SLO. This fell far short of my expectations! I would like to see this get to AT LEAST 70% as soon as possible, and preferably to at least 75%!

Enhancement (Part I):
I am still thinking about how to get the average acquisition rate on this

SLO up to 70%.

Enhancement (Part II):

[Number of Outcomes for BUS 21: **4**]