



SLO Assessment Cycle for BUS 85

Business Communication

Assessment Initiated by: Michele Fritz (8615) in BUS

Outcomes:

Outcome 1: Statement

Describe and apply the principles of written and verbal business communications.

Assessment Cycle Records:

Outcome 1: Assessment Planning Modified: [05/02/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: , Guillermo Hernandez

Assessment Tools: Exams

Sections being assessed: 63Z

Outcome 1: Reflect & Enhance Modified: [05/02/2011]

Number of people involved in Reflection and Enhancement: 2

Changes:

Methods:

A total of five questions were selected to assess the attainment of this learning objective. All were multiple-choice questions and were administered on the final exam. These questions were further classified based on Bloom's taxonomy. Three questions addressed the lower levels of learning, namely, "comprehension". The remaining two questions addressed a middle learning level -- "application".

The questions were directly related to recognizing different business situations and scenarios understand the nature of the situation then select the best communication strategy and apply the correct communication technique that best applies.

Summary:

In two of the sections, overall, the students performed pretty well on the "Comprehension" questions covering the more basic concepts outlined above. On two of the three comprehension questions, the percentage of students who obtained the correct answer averaged 87% - while the third comprehension question 75% of the students answered question correctly.

In the "Application" section, the students scored 100% in one of the question and the other question the students scored 69%. The average of the two questions shows 84% of the students answered the Applications questions correctly.

Enhancement (Part I):

Overall, I would have to say it appears that the students met the standard of success in that the average score over the sections ran at greater than 75% and this quiz was perceived with less priority in the mind of the students because it was not affecting their overall final grades. Hence, to that end, I conclude the students grasp the crucial concepts. However, I can see that in the application of the concepts there is room for improvement. I intend to address the application by modifying the class project expand the application aspects of the SLO.

Enhancement (Part II):

None.

Outcome 2: Statement

Develop and use a variety of communication strategies that are effective in different business situations.

Outcome 2: Assessment Planning Modified: [05/02/2011]

Assessment Strategy Used:

Quarter: Winter 2011

Assessors: , Guillermo Hernandez

Assessment Tools: ExamsSections being assessed: 63Z**Outcome 2: Reflect & Enhance** Modified: [05/02/2011]**Number of people involved in Reflection and Enhancement:** 2**Changes:****Methods:**

A total of five questions were selected to assess the attainment of this learning objective. All were multiple-choice questions and were administered on the final exam. These questions were further classified based on Bloom's taxonomy. Three questions addressed the lower levels of learning, namely, "Application". The remaining two questions addressed a middle learning level -- "Analysis".

The questions were directly related to recognizing different business situations and scenarios understand the nature of the situation then select the best communication strategy and apply the correct communication technique that best applies. In addition, proper sentence structure analysis is used in the last question of the SLO.

Summary:

In two of the sections, overall, the students performed very well on both "analysis" and "applications" questions understanding and analyzing the more advanced concepts outlined above.

On the two analysis questions, the percentage of students who obtained the correct answer averaged 84%. In one question only one out of 16 students missed the correct question while on the second question four out of 16 students missed the correct question. Both questions were complex in nature with results showing a median of 14/16 tendency, or 87.5% of students capable of analyzing complex business communications concepts.

The three application questions scored an average of 83% of the students that answered question correctly. However one of the questions students scored 69% and on another question the students scored 100% correct.

Enhancement (Part I):

Proper analysis of complex business communications scenarios is and deciding a correct course of action or response is a very difficult tasks. Overall, I would have to say it appears that the students exceed the standard of success in as the average score for the analysis section ran at greater than 84% and, again, this quiz was perceived with less priority in the mind of the students because it was not affecting their overall final grades. Hence, to that end, I conclude the students showed they can analyze complex business situations and apply the correct course of action.

However, I can see that in the application of the concepts there is room for improvement. This is evident by the spread between the highest and lowest score attained. I intend to address the application by modifying the class project to expand the application aspects of the SLO.

Enhancement (Part II):

None.

Outcome 3: Statement

Identify the most effective written and oral communication skills that fit personal communication style and situation.

Outcome 3: Assessment Planning Modified: [05/02/2011]**Assessment Strategy Used:**Quarter: Winter 2011Assessors: , Guillermo HernandezAssessment Tools: ExamsSections being assessed: 63Z**Outcome 3: Reflect & Enhance** Modified: [05/02/2011]**Number of people involved in Reflection and Enhancement:** 2**Changes:**

Methods:

A total of five questions were selected to assess the attainment of this learning objective. All were multiple-choice questions and were administered on the final exam. These questions were further classified based on Bloom's taxonomy. All five questions addressed the lower levels of learning, namely, "Evaluation" of business communications situations and best course of action.

The questions were directly related to understand and evaluation best different effects that can be applied in structuring properly sentences and ideas to create the best possible emphasis and communicate concepts with best possible effect on the intended receivers.

Summary:

Given the fact that the concepts tested in the questions are related to English sentence structure and the diversity of students with English as their second language, the results obtained were excellent. The results show that, in average, 83.5% answered the questions correctly. The question with the lowest score was 75% and one of the question students scored 100% correct. The results show a normal distribution that is more in line with a homogeneous group.

Enhancement (Part I):

I am very satisfied with the results of the questions as it addresses one of the most difficult aspects of business communications as it relates to proper use of the English language in business communications. It verifies that dynamics that I have observed once the structure of the course was set. That is, at the beginning of the course, the student's answers to the weekly discussion questions are full of spelling and grammar errors. As the students continue to grasp the concepts of proper business communications, the process of answering the discussion questions serves as a practical opportunity to apply what they learn. By the end of the class, student's answers to the discussion questions are much better with very few and in between spelling and grammar errors. The change is very visible.

I don't plan to change the structure of the SLO or the structure of the class at this point.

Enhancement (Part II):

None.

[Number of Outcomes for BUS 85: 3]