Student Learning Outcome (SLO) Assessment Template

Course Alpha and Number: Bus 259-WI
Course Title: Supervision
Name(s) of Instructor(s): Stanley May, Jean Hara
Division: Business Technology
Date: Spring 2004

What Student Learning Outcome was assessed?

1. To develop strong writing skills so that documents are concise, well worded and accurate.
2. To use effective oral reporting techniques.
3. Create and critique business-related oral and written reports.
4. Describe the functions of a business manager/Supervisor.

Phase 1

A. Describe the assessment tool (test, survey, rubric, etc.) used. Cut and paste your tool below if possible.

Instructor identified each of the students in BUS 259W who is a declared Business Technology/Office Administration & Technology major upon course enrollment to be used for measurement for evaluation. Each student interviewed a supervisor, wrote a paper, and made an oral presentation using PowerPoint. A select group of full-time BT Program instructors reviewed the paper and oral presentation using rubrics. The writing assessment tool used was the same tool developed for a campus wide writing assessment activity March 25, 2002. Both the written and oral communication rubrics are attached.

B. Who was the data collected from? How many were collected?

The data was collected in Spring 2004 from each of the students in BUS 259W who is a declared Business Technology/Office Administration & Technology major upon course enrollment. Data was collected from 11 declared BT majors.

C. What were the results of the assessment?

100% of the students scored 70% or higher for the written paper and oral presentation. The paper grade was based on a final submission of the paper after one required (sometimes two or three total) rough drafts.
D. What changes are needed based on your assessment?

There is a continuing need to emphasize teaching strategies to improve student writing, especially English mechanics—grammar, word use, etc.

Phase 2

E. What changes were implemented as a result of your initial assessment?

Changes based on feedback have been implemented in the course over a number of years. The instructor continues to emphasize strategies to improve student writing, especially English mechanics—grammar, word use, etc., and requires submission of rough drafts for feedback. Instructor also communicated to students how important mastery of basic English mechanics is for employability in an office setting. Several years ago BUS 259 was designated as a writing-intensive course with ENG 100 as a prerequisite.

F. What were the results of those changes?

Although students did well in the oral presentation and in the content and structure of the written assignment, there remain significant challenges as regards basic English mechanics, especially for students where English is a second language. Even with the designation of the course as writing intensive and the requirement of ENG 100 as a prerequisite, mastery of basic English mechanics remains a challenge for many students.

G. What will be done for the next assessment of this course?

Written and oral communication will be assessed again, and instruction in basic English mechanics will be stressed.
Writing Sample Score Sheet

1. Content is clear and accurate with a clear focus.

2. Development includes sufficient supporting evidence that is relevant and logical.

3. Organization guides reader smoothly from point to point.

4. Language, sentence structure, and word choice are appropriate for task.


6. Documentation, if research is required.

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<th>Strong</th>
<th>OK</th>
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Score:

**Holistic Scoring:**

Score of 4: Superior response
Content is excellent and reflects insightful thinking. Focus of paper and supporting details/evidence are clear and specific. Essay is well organized, shows good development, and guides the reader throughout. Sentence structure and wording are appropriate to college writing. Grammar, punctuation, and spelling are almost always correct. If research is required, documentation is correct.

Score of 3: Competent Response
Content is good and shows clear thinking. Focus of paper is clear. Supporting evidence is adequate. Essay is organized and has limited sentence errors. Grammar, punctuation, and spelling errors may be evident but do not detract seriously from content. If research is required, documentation is basically correct.

Score of 2: Weak Paper
Content is acceptable; however, the message needs to be clarified. Focus and supporting details may be weak or inappropriate. Paper lacks structure and organization. Sentence and mechanical errors impede communication. If required, minimal research documentation has been attempted.

Score of 1: Inadequate
Content is confusing to reader. Essay lacks a clear focus and supporting details are insufficient or vague. Writing lacks structure and organization. Sentence and mechanical errors impede clarity. If required, research documentation is poorly handled or non-existent.

When deciding on a rating, the most important categories would be content, development, and organization, followed by language and mechanics. These four categories are not scored separately nor are they deemed equally important, nor are they "averagable" for purposes of scoring. The score is a "holistic" one done on the basis of a fast reading.
## CLASS EVALUATION OF ORAL PRESENTATION

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<th>Description</th>
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<td>1. I learned something from this report.</td>
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<td>2. Presentation was loud and clear.</td>
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<td>3. Presenter used effective eye contact, with occasional reference to notes.</td>
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<td>4. Presenter projected a professional image.</td>
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<td>5. Information was organized and easy to understand.</td>
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<td>6. Presenter showed enthusiasm for the chosen topic.</td>
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<td>7. Presenter gave adequate details and background.</td>
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<td>8. Presenter’s comments, reactions were explained.</td>
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<td>9. Visual aids were effectively used to clarify or expand on points made.</td>
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<td>10. Overall rating for this report.</td>
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