BSM-108 Fall 2012
Course Assessment in a Box

Course Assessment in a Box is a practical tool for you to conduct assessment of course Student Learning Outcomes (SLOs). By following these simple steps, using assessment tools you already use to evaluate student work, you can easily produce a course assessment of SLOs.

These steps align with the course SLO assessment page in the CurricUNET Program Review Module. Once the steps are completed, simply attach it to your Program Review.

1. Number and name of the course being assessed:

   12 FA-BSM-108-3259: Leadership in Organizations

2. List all the Course SLOs from the Course Outline of Record:

   1. Define effective leadership and discuss its significance in the workplace.
   2. Identify the ethical issues or questions facing supervisors today and discuss social responsibilities of management.
   3. Examine the effectiveness of various leadership styles and techniques.

3. If you have had any dialogue about the Course SLOs amongst faculty who teach this course, please describe it here (leave blank if there has been no specific dialogue):

   Deb Parziale and Amber Hatter (faculty) updated the SLOs for this course in CurriCunet Fall 2012.

4. List the SLO(s) you are assessing in this particular instance:

   1. Define effective leadership and discuss its significance in the workplace.
   3. Examine the effectiveness of various leadership styles and techniques.

5. Describe the assessment strategy or tool that addresses the SLO(s):

   A generic rubric containing a scale from 0 to 4 was applied. It can be used as a holistic rubric for an SLO, or a rubric for each component of the SLO. In this case faculty used it as a holistic rubric for an SLO. Rubric levels:
   0. No measurable achievement “F”
   1. Beginning “D”
   2. Developing “C”
   3. Competent “B”
   4. Accomplished “A”

NOTE: Try to use assessment strategies you are already using to evaluate student work as part of your
grading system. Examples: Rubrics for Evaluating Projects or Assignments, Portfolio Evaluation, Culminating Projects, Final Exams, Writing Assignments, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), or others.

6. Describe how the criteria or standards in this assessment tool link to the SLO(s) being assessed:

<table>
<thead>
<tr>
<th>Grading rubrics</th>
<th>Measurement of level of competency</th>
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7. By looking holistically at the results from all students, describe your findings:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>0. No measurable achievement “F”</td>
<td>12.50%</td>
</tr>
<tr>
<td>1. Beginning “D”</td>
<td>0.00%</td>
</tr>
<tr>
<td>2. Developing “C”</td>
<td>0.00%</td>
</tr>
<tr>
<td>3. Competent “B”</td>
<td>12.5%</td>
</tr>
<tr>
<td>4. Accomplished “A”</td>
<td>75.00%</td>
</tr>
</tbody>
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The weakness in the “B” students is the inability to participate in group work.

8. Describe faculty dialogue (if any) involved in the assessment process:

When deciding upon the outstanding achievement award, Amber had brief contact with another faculty Member, Marie E. Ver Haar, who also teaches some of these courses. The outstanding achievement award was given to the student who had the highest grade, seemed to pro-active and had a positive disposition about BSM program.

9. Based on an analysis of your findings and dialogue, describe revisions (if any) in curriculum or teaching strategies to be implemented to promote student success:

Perhaps providing more examples and templates of previous case-studies successfully done by past students. Also re-designing the layout of my online classes.

10. After the improvements are implemented, describe the results:

Looking back from this class to the current one, the results are positive. Students have few questions about the course since they have an example template to go by. Also they seem to better navigate the class when it is set-up in learning modules (e.g. week by week).