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:

13-Fall – BA-125-6698: Introduction to Business

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

1. Demonstrate an understanding of and familiarity with the world of business and its related terminology.

2. Identify and define the major business activities such as finance, marketing production and management.

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):

N/A

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

1. Demonstrate an understanding of and familiarity with the world of business and its related terminology.

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:

Grading rubrics  
Measurement of level of competency

7. By looking holistically at the results from all students, describe your findings:

<table>
<thead>
<tr>
<th>Level</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>0. No measurable achievement “F”</td>
<td>8.33%</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>4.17%</td>
</tr>
<tr>
<td>4. Accomplished “A”</td>
<td>87.50%</td>
</tr>
</tbody>
</table>

The assignment was to compare and contract business ownership forms. Several students commented that they enjoyed the assignment. They also mentioned how they had to do outside research to arrive at their findings.

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

N/A

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

My focus is on the SLO’s. Being it is the first time that I taught the class, I tried to “keep it simple,” at the same time fulfill the course requirements.

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

So far, Fall 13’ semester is going well. The amount of works seems to be “just right.”