Assessment Date:  2013spring-sloa-BA116A.doc

Faculty Name(s): Rosemary Yoshikawa, Christine Bolt

1. Course Name and Number:

Business English and Communication BA 116A

2. All Course SLOs from the Course Outline of Record:

1) Correctly apply the rules of grammar, punctuation, number style, and capitalization to construct clear, concise sentences and cohesive paragraphs.
2) Develop the ability to effectively communicate in a business setting.
3) Develop the ability to accurately showcase their job qualifications.
4) Deliver an effective oral presentation, utilizing an appropriate visual aid.

3. Specific Course SLO(s) assessed as part of this project:

1) Correctly apply the rules of grammar, punctuation, number style, and capitalization to construct clear, concise sentences and cohesive paragraphs.

4. Will this SLO assessment count toward GE Plan A?  _X___Yes   ____ No

If Yes, identify what area:  ___Area I Natural Sciences  ___Area II Social and Behavioral Sciences  ___Area III Fine Arts/Humanities  _X__Area IV Language and Rationality  ___Area V Physical Education/Wellness  ___Area VI Intercultural/International Studies

Identify GE SLO(s) assessed as part of this project (see Catalog pages 49-51):

IVB. #2
2. Communicate an idea clearly, either verbally or in written form.

The SLO #2, Develop the ability to effectively communicate in a business setting allow for the GE requirement to be fulfilled. One of the assignments for this SLO is to have students “compose a variety of business messages, using the appropriate writing strategy for each message”. Critical thinking is a must for this area because sending the wrong message could be detrimental to the Business company and/or client receiving the message.
5. Assessment strategy or tool used in the assessment. (Describe below, and if applicable copy/paste any additional related documents at end of this form (i.e. Rubric, score sheet, test questions, essay assignment, etc.)

I began the semester with a 70 question test (multiple choice, fill in the blank, identifying errors) and gave the same test at the end of the semester. A total of 17 students participated in this testing.

NOTE: This will usually consist of things you are already using to evaluate student work, i.e. Final Exam questions, Final Essay, Final Presentation or Culminating Project, other Assignments, Portfolio Evaluation, Performance Assessment, Department Testing, Pre and Post Tests, Vendor or Industry Certification Examinations, Indirect Assessments (Student Surveys, Focus Group Discussions, Interviews), etc.

6. Specific aspects of the assessment tool which link up to specific Course SLOs being assessed (i.e. Which specific test questions measured which Course SLOs? Note: May describe with #4 above.):

The entire assessment tool focused on the following language areas: sentence structure, eight parts of speech, verb tenses, verb agreement, commas, colons, semicolons, and other punctuation, capitalization and number styles. Correct grammar and sentence structure is required to effectively communicate in a business setting, specifically when composing written business messages.

7. Results and analysis of the data. (Explain below and if applicably copy/paste any related documents, i.e. spreadsheets with data, at the end of this document.)

The results of the Pre and Post Tests show a significant improvement in failed answers from 44% failed (Pre Test) to 13% failed (Post Test). Likewise, the Above Average answers improved from 26% (Pre Test) to 61% (Post Test).

These results indicate student’s learning and understanding of grammar significantly improved during the semester.

See attached spreadsheet for supporting data.

8. Describe any faculty dialogue that occurred as part of the assessment process (i.e. Were results shared at a department meeting? Was there discussion about changing any SLOs? Etc.):

On several occasions I met with Christine Bolt to discuss the Pre and Post Test strategy. We met to review and discuss the results. Recently the Student Learning Outcomes for this course have been compressed from seven to four, to more concisely describe the SLOs for this class.

9. Next steps (i.e. any planned revisions to curriculum or teaching strategies to promote student success, future assessment plans, etc.):
The Pre and Post Test assessment tool to address SLO #1 will continue every fall. In the spring, we will assess SLO #4 using the Oral Presentation from several students. This assessment will include a video of the students presenting their Oral Presentation, displaying their ability to deliver an effective oral presentation, utilizing an appropriate visual aid.

10. Results of implemented changes, if available at this time:

N/A

Please save your finished document in the following format. (Date should be for the semester in which data was collected; same date should be listed at top of this form.)

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yyyysemester-sloa-courseid.doc
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example: 2013fall-sloa-eng101c.doc