BSM-102 Spring 2013
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:

13-SP – BSM-102-5099: Interpersonal Relationships in the Workplace

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

1. Recognize the importance of interpersonal relations in the business world today.
2. Demonstrate the skills necessary to establish and maintain positive working relations with supervisors, peers and line/staff people.
3. Apply principles and techniques to effectively handle conflict, stress, and achieve wellness.

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:

2. Apply principles and techniques to effectively handle conflict, stress, and achieve wellness.

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

Ch10: Managing Conflict (Assessment Results)

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>0. No measurable achievement “F”</td>
<td>16.13%</td>
</tr>
<tr>
<td>1. Beginning “D”</td>
<td>3.23%</td>
</tr>
<tr>
<td>2. Developing “C”</td>
<td>9.68%</td>
</tr>
<tr>
<td>3. Competent “B”</td>
<td>41.94%</td>
</tr>
<tr>
<td>4. Accomplished “A”</td>
<td>29.03%</td>
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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:

N/A.

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

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