SPRING 2012 SLO/PLO ASSESSMENT REPORT

Date: 6/25/2012

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Name of Department and/or Discipline: Business Department

1. What courses/certificates/programs have you assessed this past semester?

<table>
<thead>
<tr>
<th>Class</th>
<th>SLO</th>
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<td>Accounting 1 (two sections)</td>
<td>SLO #3</td>
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<td>Accounting 2</td>
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<td>Management 31</td>
<td>SLO #1</td>
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<td>Marketing 31</td>
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<td>Marketing 21 (Fall 2011)</td>
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<td>Marketing 22</td>
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2. Summarize the analysis of your assessment results for courses in your area.

**Accounting 1** – Two sections were assessed, morning and evening with different results, morning class 72% of the students did well vs. 82% in the evening. The difference is due in large part to certain students included in the sample. In general, the scores are encouraging. No major changes to curriculum are planned. However, continued focus on the conceptual understanding will be reinforced through continued group work and case studies. Problems are generally reconfigured from homework examples to reinforce conceptual understanding and application. Problem solving frameworks will continue to be stressed, with use of such frameworks being part of the grading process.

**Accounting 2** – In general, while the overall scoring was lower than desired, the multiple choice questions have always scored lower than computational problems. As noted above, these questions are designed to test the student’s conceptual understanding. I believe it is important that the students understand the concepts rather than memorizing the problem solving steps. This will enable them to develop the critical thinking skills necessary to solve variations of the problems in the real world. I will continue to emphasize and develop this understanding in my courses. From the assessment results, two of the low scores were related to terminology. One involved identifying conversion cost components, while a related equivalent unit question scored high. The other was related to direct labor variance terminology, while a related computational problem on direct material variance scored very high. I believe these lower scores resulted more from the exam format than student understanding. However, the low
score on product pricing I believe was a direct result of time constraints for that particular chapter. The class schedule will be modified to devote additional time to this subject.

**Finance 1** – Where ESL is extant, students do not fully comprehend the questions; shades of meanings and nuances are lost. The method of assessment as designed reflects the weighted average of sample randomly chosen. The average score of 63% per sample does not match overall class rating---preponderance of “B” with 5 “A” students.

**Management 31** - Identify skills of HR – 73% Clarity of writing – 60% Content knowledge = 53%

Analysis of Results: (What was learned from the analysis of the results? What curriculum modifications are planned (if any) based on the analysis of the results?) Overall, students did average. Students scored 73% on identifying the skills of Human Relations. This is a good indication that students are utilizing their textbook and listing these skills. However, content knowledge, students scored 53% which means that although students identify the skills, describing each skill tends to be more challenging for them. Since this is an essay exam, college level writing is important. Students scored 60% in the writing category. T Most students answered the question very vague by mainly stating the following “it’s important because manager need to manage people.” While this is true, it does not give specifics. As a result of this assessment, two things must be implemented for next semester. 1. More discussion needs to be done on this area, both from the instructor and from the student participation. The specific skills/reasons must be repeated in order for students to connect this in their understanding. 2. More student participation.

**Marketing 31** - The data shows that students scored on the median level with a few exceptions. This indicates a couple of things: 1-the case study did not reflect the SLO or 2- the questions need to be more clear, more explanatory On the bright side, students scored 80% in two categories, Content and Mechanics. This is a good sign that students do understand the terminology and can apply the terminology.

**Marketing 21** – Class was taught in Fall 2011 but the assessment was done in the Fall. Data shows that only four within the sample had exemplary performance, one student on all three measures. Most students averaged from the mid 60’s or lower. This seems to indicate one of two issues. 1-The exam failed to communicate clearly the question or 2-Students were unprepared or failed to understand the class lectures. Overall the students performed averaged on the assessment. Instructor however will try to spend more time lecturing or providing more examples in class to help students grasp the main elements of this assessment.

**Marketing 22** - The assessment required students to reflect on cumulative lecture material disseminated throughout the course. It reinforced critical thinking skills and stimulated students to apply acquired knowledge to a real life world situation. A subsequent assessment may be more effective by specifically requiring students to address specific areas being measured in the rubric.
3. How have the results of your assessments been shared and discussed among the members of your program? (Provide dates and any minutes of meetings.)

On May 22, the department met to discuss the PLO and as a result shared some of the SLO’s findings. Additionally, the faculty has access to the online system which is another way to keep up to date on the SLO results. There are also plans to share these results at the next flex day activities.

4. How have the results of your assessments been shared and discussed with members of your advisory committee (if vocational program)?

We are planning on having an advisory board in September where these results will be shared.

5. Based on the discussion and analysis of your assessment results, what changes have you made or do you plan to make? (Please provide dates, description of changes, and person responsible.)

According to these assessment results, there are no major curriculum changes. However, minor local changes will be done, such as, modifying SLO question, spending more time in a certain part of the class, diversify the teaching mode to include case studies, group work to reach out to more students. In the accounting classes, doing more practices or reviewing material were ideas added.

6. What resource requests are planned as a result of the assessments?

For all the accounting courses, tutors must be available to students for both accounting 1 and 2.

7. Have the assessment results been posted on the online system?

Yes, all of them.

Written responses to these questions are due by Friday, June 22, 2012. These answers will be important evidence for accreditation.