Discipline	Course Number	Title
Business Management	226	BMG 226 06/20/2017-Transportation and Logistics
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Cheryl Byrne
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Recognize the diversity and similarities of the basic modes of transportation

- Assessment Plan

    o Assessment Tool: Departmental Exam

    o Assessment Date: Fall 2015

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Answer Sheet

    o Standard of success to be used for this assessment: 75% of students receiving 75% or better.

    o Who will score and analyze the data: Departmental exam will be taken online and scored electronically. Lead instructor will analyze and share the results.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
22	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students enrolled were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This is an online-only class so all students enrolled were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

In addition to departmental exams, a discussion and case study were used as assessment tools.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes

81% of students scored 70% or better.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did well on the case study with 100% earning 70% or better. This case study was straightforward and at the appropriate level for a first transportation course.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

Students did not do well on the test with only 59% scoring 70% or better. Performance can be improved by changing the way information is presented and incorporating more lectures, activities, and opportunities for non-graded assessment.

Outcome 2: Identify the current and emerging issues in transportation planning.

- Assessment Plan

    o Assessment Tool: Departmental Exam.

    o Assessment Date: Fall 2015

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students.

    o How the assessment will be scored: Answer Sheet

    o Standard of success to be used for this assessment: 75% of students scoring 75% or better.

    o Who will score and analyze the data: Exam will be taken online and scored electronically. Lead instructor will analyze and share the results.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
22	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

The number of students enrolled were all assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This is an online-only class so all students enrolled were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

In addition to departmental exams, a discussion and case study were used to assess this outcome.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this

learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: <u>Yes</u>
76% of students scored 70% or better.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

Students did well on the discussion about freight transportation innovations which had them identify and share a recent innovation. This is probably because the topic was interesting to them.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

The case study proved problematic for students with only 53% receiving a 70% or better. The case study had them evaluate a scenario to determine if freight transportation was used as a competitive advantage. In reviewing the case more closely, it was too advanced and students had not yet had enough of the foundational knowledge to do well in completing the case study. Revamping or eliminating the case study and replacing it with something else is the plan of action. Students did not perform well on the unit test with only 45% receiving 70% or better. Performance can be improved by changing the way the information is presented and incorporating more lectures, activities, and opportunities for self-assessment.

Outcome 3: Identify and apply the basic economics of transportation costing and pricing in a free market economy.

- Assessment Plan

    o Assessment Tool: Departmental Exam.

    o Assessment Date: Fall 2015

    o Course section(s)/other population: All sections

    o Number students to be assessed: All students

    o How the assessment will be scored: Answer Sheet.

    o Standard of success to be used for this assessment: 75% of students scoring 75% or better.

- o   Who will score and analyze the data: Exam will be taken online and scored electronically. Lead instructor will analyze and share the results.

1. Indicate the Semester(s) and year(s) assessment data were collected for this report.

Fall (indicate years below)	Winter (indicate years below)	SP/SU (indicate years below)
	2017	

2. Provide assessment sample size data in the table below.

# of students enrolled	# of students assessed
22	22

3. If the number of students assessed differs from the number of students enrolled, please explain why all enrolled students were not assessed, e.g. absence, withdrawal, or did not complete activity.

All students enrolled were assessed.

4. Describe how students from all populations (day students on campus, DL, MM, evening, extension center sites, etc.) were included in the assessment based on your selection criteria.

This is an online only class and all students enrolled were assessed.

5. Describe the process used to assess this outcome. Include a brief description of this tool and how it was scored.

In addition to departmental exams, 2 discussions and 2 case studies were used to assess this course.

6. Briefly describe assessment results based on data collected for this outcome and tool during the course assessment. Discuss the extent to which students achieved this learning outcome and indicate whether the standard of success was met for this outcome and tool.

Met Standard of Success: Yes
91% of students scored 70% or better.

7. Based on your interpretation of the assessment results, describe the areas of strength in student achievement of this learning outcome.

This outcome was the most successful of all three with 91% of students earning 70% or better. Students did best on the bid cycle test with 100% scoring 70% or better. This might be because of the concrete nature of this information.

8. Based on your analysis of student performance, discuss the areas in which student achievement of this learning outcome could be improved. If student met standard of success, you may wish to identify your plans for continuous improvement.

> While the students did well on the bid cycle test, they did not do as well on the related case study with only 75% of students earning 70% or better. Again, a review of the case study revealed that a deeper understanding of freight transportation was needed to analyze the case as a graduate-level analysis was needed.
>
> Even though students performed well for this outcome, performance can be improved by changing the way the information is presented and incorporating more lectures, activities, and opportunities for self-assessment.

II. Course Summary and Action Plans Based on Assessment Results

1. Describe your overall impression of how this course is meeting the needs of students. Did the assessment process bring to light anything about student achievement of learning outcomes that surprised you?

> This course was created using an industry expert who then taught the course since it was first offered. Over time this person became busier at work and there was a concern but no student complaints. And we did not have SOQs for online courses that were useful because of minimal participation by students.
>
> As part of the three year assessment process, I was allowed access to the Winter 2017 online course at the end of the semester in order to gather the data needed for assessment.
>
> In addition to gathering data, a closer look at the course revealed several issues:
>
> o The flow of the course needed improvement. It started out with concepts that were too intimidating - especially for an online course. The students did not yet have the foundation to understand the complexities of how freight transportation works.
>
> o The balance of information was off. Two units were devoted to describing in intricate detail a process - the bid cycle - that takes place only when companies decide to make a change in service providers or implement a new strategic approach.
>
> o Freight transportation is undergoing change at a rapid pace (e.g., drones, Uber freight, smart highways, self-driving trucks) and there was not a mechanism for keeping the course up to date.

- o Students used a textbook as the main source of information as well as outside videos, articles, and websites. There were only two lectures and one panel discussion. No activities were in this course.

- o There were 30 students at the beginning of the semester and 22 at the end. That means 27% of students withdrew from the course.

- o Most importantly, the instructor presence was nonexistent in the Winter course that was assessed. There were three announcements the first week of class and only four for the rest of the semester. In looking at grading and feedback, the rubrics were not used and students received only a grade with no explanation.

Therefore, a "clean slate" approach was used and the course was totally redesigned. The first unit now sets the foundation for later units. Two units that dealt with the bid cycle were reduced to one lesson. The last unit was changed to accommodate innovations, security, and sustainability in freight transportation.

Then the textbook was converted to web pages within Blackboard, creating new units and modules and lessons.

With the new ADA requirements, a course needs to be more self-contained so outside sources are now minimal and there are more lectures and activities to support student learning.

Also, a new instructor will be teaching the revised course in Fall 2017.

2. Describe when and how this information, including the action plan, was or will be shared with Departmental Faculty.

The department has been kept up to date on all the activities and are aware of the course redesign. The Department Chair was involved in hiring the new instructor. This assessment report will be emailed to all the full-time instructors in the Business Department for their review.

At the end of Fall 2017, another mini-assessment will be conducted to see how well the changes are working. In addition, Cheryl Byrne (lead instructor) will stay in close contact with the new instructor to set the expectations for instructor presence in the online class. Finally, the SOQ will be closely reviewed by the Department Chair and Lead Instructor to make informed decisions about who teaches the course.

3.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date

Course Materials (e.g. textbooks, handouts, on-line ancillaries)	This was addressed in the previous section. The changes will be completed by June 30 with a 100% review with the Online Learning review group in July and the revised course will be available for the Fall 2017 semester.	This was provided in the previous section.	2017

4. Is there anything that you would like to mention that was not already captured?

    5.

III. Attached Files

[BMG 226 Winter 2017 Course Assessment](#)

Faculty/Preparer: Cheryl Byrne **Date:** 06/22/2017
Department Chair: Julianne Davies **Date:** 07/21/2017
Dean: Eva Samulski **Date:** 08/01/2017
Assessment Committee Chair: Michelle Garey **Date:** 10/30/2017