

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Business Management	230	BMG 230 01/16/2020- Principles of Management
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Douglas Waters
Date of Last Filed Assessment Report		

I. Review previous assessment reports submitted for this course and provide the following information.

1. Was this course previously assessed and if so, when?

No

2. Briefly describe the results of previous assessment report(s).

3.

4. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

5.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify basic management concepts and principles that promote organizational success.

- Assessment Plan
 - Assessment Tool: Multiple choice exam
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: All students
 - How the assessment will be scored: Answer key
 - Standard of success to be used for this assessment: 75% of students will score 70% or higher

- Who will score and analyze the data: Departmental faculty

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)
		2019

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

# of students enrolled	# of students assessed
36	27

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 un-assessed students did not complete the activity. This assessment was performed at the end of the semester, exam 5 of 5, which explains why the un-assessed students had not completed this multiple-choice exam.

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.

All assessed students were from the entire BMG 230 population. There were two sections of BMG 230 held during the 2019 Spring / Summer semester and both sections were online classes. DW1 & DW2.

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

Outcome #1 was a multiple-choice exam assessed with the use of an answer key.

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

Of the 27 students that were assessed, 78% of the students scored 70% or higher on the assessment exam. The minimum standard of success for this assessment was 75% of students assessed would score 70% of higher. Outcome #1 is to "Identify basic management concepts and principles that promote organizational success." This assessment was performed at the end of the semester, exam 5 of 5, which explains why the un-assessed students had not completed this multiple choice exam.

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

Assessed students had strong knowledge of their understanding of strategic, operational and tactical plans. These concepts are introduced in BMG 140 and seem to have been retained into BMG 230. 25 of 27 students correctly answered this question.

100% of assessed students correctly answered questions about the importance of teamwork in management delegation. 26 out of 27 students understood the term of “division of labor” and 100% of students understood the principles of “hierarchy”.

From the exam results, the students had a strong grasp on how different management styles, planning strategies and groups are organized.

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 average student score for this outcome assessment was 80.28%, for the 27 students who completed this activity, there were some questions on this assessment where the students as a whole performed below expectations. Those questions involved the concepts of:

What function of management completes what task: the assessed students average was 59%.

Different historical management styles: the students average was 44.44%.

How to manage uncertainty in complex situations: student average was 37%.

Laws vs ethics in management: student average was 55.56%.

Management decision making: student average was 59.26%.

Globalization in management: the student average was 63%.

Matrix organization benefits: the student average was 55.56%.

Drawbacks of bureaucratic management: the student average was 55.56%.

Management communication styles: the student average was 40.74%.

The above concepts are extremely important ideas to understand in management principles. While the test shows that the standard of success for this outcome was

met, more emphasis should be placed on these areas to ensure knowledge transfer to the students in future semesters.

Outcome 2: Complete an individual SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis and apply course concepts to develop a skill development plan

- Assessment Plan
 - Assessment Tool: Student portfolio
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample of 1/3 of students enrolled in all sections with a minimum of one full section.
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of students will score 70% or higher
 - Who will score and analyze the data: Departmental faculty

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)
		2019

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

# of students enrolled	# of students assessed
36	18

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 un-assessed students did not complete the activity. The reason is unknown.

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.

All assessed students are from the entire BMG 230 population. There were two sections of BMG 230 held during the 2019 Spring / Summer semester and both sections were online classes. DW1 & DW2.

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

Outcome #2 was assessed using a “Professional Development (Brag) Book.” The assessment was graded using a departmentally-developed rubric. Department faculty graded this project -- the now retired lead instructor.

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

25 students completed the assignment for Outcome #2. Per the outcome guidelines, 1/3rd of the 36 students enrolled were chosen from DW1 & DW2. 18 student completions were randomly selected for the information on the student success rate.

25 students completed the assignment for Outcome #2. Per the outcome guidelines, 1/3rd of the 52 students enrolled were chosen from DW1 & DW2. 18 student completions were randomly selected for the information on the student success rate.

94% of the students used in this assessment met the 70% or higher score requirement. Outcome #2 is to create an individual SWOT Analysis and Professional Plan. 1 student out of the 18 selected did not complete this activity well enough to earn credit. This one student grade is the missing 6% from the success rate of 94%. Reviewing the student submissions for this outcome #2, it was found that four of the 17 students who completed the assignment received 80% on their submission due to the fact that detail was lacking in their answers. 13 out of 18 students received a perfect score on their submission.

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

The 18 sampled students, save the one student that didn't complete this particular portion of the overall “Brag Book”, had strong submissions on their Professional Plan and SWOT analysis indicating they had significant knowledge on the assignment guidelines, course concepts and subject matter.

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.

17 of the 18 students sampled performed well on this assessment. The four students who did not receive a perfect score still received an 80% score for their submission. With the standard of success being met at 94% of students sampled, it is recommended that students are provided a sample template or idea of what a 100% submission on their SWOT analysis and Professional Plan might look like.

Outcome 3: Apply management concepts and framework to analyze business situations

- Assessment Plan
 - Assessment Tool: Comprehensive case study
 - Assessment Date: Fall 2019
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample of 1/3 of students enrolled in all sections with a minimum of one full section.
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% of students will score 70% or higher
 - Who will score and analyze the data: Departmental faculty

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)
		2019

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

# of students enrolled	# of students assessed
36	18

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 un-assessed students did not complete the activity. The reason is unknown.

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.

All assessed students consist of the entire BMG 230 population. There were two sections of BMG 230 held during the 2019 Spring / Summer semester and both sections were online classes. DW1 & DW2.

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

Outcome #3 was assessed using a group project that consisted of 4 to 5 students in each group. Groups were formed at will during the semester between all students in DW1 & DW2. The groups chosen were random. The group project was graded with a departmentally-developed rubric. The now retired lead instructor graded this project.

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

25 students completed the assignment for Outcome #2, from the outcome guidelines, 1/3rd of the 36 students enrolled were chosen from DW1 & DW2. 18 student completions were randomly selected for the information on the student success rate.

18 out of the 18 student sampled met the 70% score or better requirement. One student scored 73%, another 82%, and the remaining 16 students were scored at 91% or higher. This Outcome #3 was to “Apply management concepts and framework to analyze business situations.”

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

While this outcome was meant to use a business case study to apply management concepts and analyze business situations, this group project had students apply management concepts and analyze their own ability to communicate and work together in their own business situation. The submissions of the group and of each individual student in this assessment show that the concepts needed to understand the dynamics of business management had been learned during this semester. Each student was evaluated on teamwork, communication planning, communication style, developing a management plan and evaluating everyone in the group.

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.

This outcome's assessment tool should be modified for clarity. This outcome was assessed using a group project which was broken down by submission by each sampled student. The comprehensive case study used to grade each student was the project itself. The students performed exceptionally well with the average score being 96.23%. Only one student assessed scored in the 70% range and another in the 80% range. The students who performed in the lower ranges of the sample were ones who participated in the group work the least.

III. Course Summary and Intended Changes Based on Assessment Results

1. Based on the previous report's Intended Change(s) identified in Section I above, please discuss how effective the changes were in improving student learning.

This course has not been previously assessed.

2. 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?

For outcome 1: This multiple-choice exam assessment is a good way to evaluate the overall knowledge the students have gained during the semester. From this assessment alone, it should be noted that improvements / changes should be made to the topics that students scored lower than the success criteria. BMG 230 is being assessed three different ways. This assessment is a multiple-choice test while outcomes #2 and #3 are being assessed using written answers and a group project. The committee could consider outcome #1 becoming a short answer test rather than multiple choice where the student can have a correct answer with no actual knowledge of the subject matter being asked.

The only surprise was the lower question scores by students that had done relatively well in the rest of the exam. Consider reviewing individual questions presented to students to ensure the questions are not poorly worded.

For outcome 2: Students' submissions show that they have a strong understanding of SWOT analysis and the core concepts of this class as it relates to their own self-reflection. This outcome #2 would have a perfect score if the one missing student had completed this portion of their overall "Brag Book." It was surprising to see the high aptitude of this assessment compared to the results of the multiple-choice test used in outcome #1.

For outcome 3: The surprising aspect of this outcome was the assessment tool used. It is a decent indicator of student knowledge and success for a final grade but the group work / group dynamic could skew results based on some students' ability or drive to complete group work on their own. The overall results of this outcome

assessment are extremely positive but it should be noted that these scores were from group assignments.

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

From department chair: A new full-time faculty member is slated to lead the course in late 2020. S/he will determine whether the assessment tools will remain staples of the course after taking an inventory of the course and reviewing the assessment report, including the action plan. This course is overdue for a redesign; thus, the new faculty member will lead that effort with input from other business faculty.

- 4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	The assessment tool for Outcome 3 should be modified to be a tool completed by individual students vs a group project.	The current assessment plan for Outcome 3 lists the comprehensive case study, which is a group project. While this is valuable, using a tool accomplished by individual students might provide a more accurate assessment.	2020
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Place more emphasis on management decision-making, globalization, matrix organization benefits, bureaucratic management and communication styles (Outcome 1).	These areas had lower average scores in the current assessment.	2020
Course Materials (e.g. textbooks,	Provide students with a sample template of a	Continuous improvement.	2020

handouts, on-line ancillaries)	SWOT analysis and Professional Plan that would receive a 100%.		
Other: New faculty will make changes.	From department chair: A new full-time faculty member is slated to lead the course in late 2020. S/he will determine whether the assessment tools will remain staples of the course after taking an inventory of the course and reviewing the assessment report, including the action plan. This course is overdue for a redesign; thus, the new faculty member will lead that effort with input from other business faculty.	From department chair: A new full-time faculty member is slated to lead the course in late 2020. S/he will determine whether the assessment tools will remain staples of the course after taking an inventory of the course and reviewing the assessment report, including the action plan. This course is overdue for a redesign; thus, the new faculty member will lead that effort with input from other business faculty.	2020

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

No.

III. Attached Files

[BMG 230 quiz 5 assessment](#)

[BMG 231 outcomes 1-3](#)

Faculty/Preparer: Douglas Waters **Date:** 01/16/2020
Department Chair: Douglas Waters **Date:** 01/16/2020
Dean: Eva Samulski **Date:** 01/17/2020
Assessment Committee Chair: Shawn Deron **Date:** 02/18/2020