Discipline	Course Number	Title
Business Management	230	BMG 230 02/11/2024-Principles of Management
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Business
Faculty Preparer		Jennifer Maitland
Date of Last Filed Assessment Report		02/19/2020

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

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

Yes

The course was last assessed in Spring/Summer 2019; however, the course was redesigned changing the assessment criteria. Goals were not established in Blackboard in the new course design limiting data accessible for individual exam question analysis.

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

Two online sections of BMG 230 with 36 total enrolled students were assessed using three outcomes: a multiple-choice exam (27 participants), student portfolio SWOT analysis (18 participants), and a comprehensive group project case study (18 participants).

Of the 27 students assessed on the multiple-choice exam, 78% scored 70% or higher, exceeding the minimum standard of success of 75% of students would score 70% or higher. The average score on the multiple choice exam was 80.29%; however, there were nine questions on the exam where the students as a whole performed below expectations.

Of the 18 students assessed on the student portfolio, 94% scored 70% or higher, exceeding the minimum standard of success of 75% of students would score 70% or higher. One student did not complete the assignment and four students received 80% on the submission due to missing answers.

Of the 18 students assessed on the group project case study 100% scored 70% or higher, exceeding the minimum standard of success of 75% of students would score 70% or higher.

One student scored 73%, another 82%, and the others 91% or higher.

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

The report recommended the following:

-modify the case study assessment plan to be an individual assignment versus a group assignment; implemented in 2021.

-update course materials with emphasis from outcome 1; implemented in 2021.

-provide a sample template for the student portfolio; not implemented, but the assignment was updated.

II. Assessment Results per Student Learning Outcome

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

- Assessment Plan
    - Assessment Tool: Outcome-related questions on multiple-choice exams
    - Assessment Date: Fall 2023
    - 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)
2022	2022, 2023	2023

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

# of students enrolled	# of students assessed
418	267

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.

> Course population:
>
> All sections of BMG 230 from Winter 22, Fall 22, Summer 23, Winter 23.
>
> Number of students listed in the courses at the time of the assessment: 293.
>
> Number of students enrolled in all four semesters per WCC: 418.
>
> The difference may be due to class drop/withdraw.
>
> Number of students assessed per exam: 267 exam 1; 258 exam 2; 250 exam 3; 243 exam 4.
>
> The unassessed students did not complete the exams. It is unclear if the students withdrew or did not complete the course. The missing data was not calculated in assessment results.
>
> One of the Distance Learning (DL) sections from Winter 2022 was not included in the analysis. The part-time faculty teaching that section changed all grading criteria.

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 for Fall 2022, Winter 2022, Summer 2023, and Fall 2023; all were DL except two sections that were face-to-face.

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

> Outcome #1 was assessed using four multiple-choice exams scored by 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: <u>Yes</u>
The standard of success for this assessment was 75% of students assessed would score 70% or higher. Exam 1: Of the 267 students that were assessed for exam 1, 96.25% (257/267) scored 70% or higher. The overall average score was 90.40%. Exam 2: Of the 258 students that were assessed for exam 2, 96.51% (249/258) scored 70% or higher. The overall average score was 91.42%. Exam 3: Of the 250 students that were assessed for exam 3, 92.40% (231/250) scored 70% or higher. The overall average score was 84.91% Exam 4: Of the 243 students that were assessed for exam 4, 95.06% (231/243) scored 70% or higher. The overall average score was 87.21%. Students met the standard of success.

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

Assessed students demonstrated a thorough understanding of basic and strategic management principles (exam 1 and 2) with average scores over 90%. The exam results not only illustrate a higher overall average score, but also a high percentage scoring over 70% with the majority scoring over 80%.

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 minimum standard of success for this assessment was achieved for all four exams, the overall average score for exam 3 and the percentage of students who scored 70% or higher decreased significantly potentially signifying an unclear understanding of the course material regarding leadership management principles. Although the overall score increased slightly for exam 4, it is still below exam 1 and 2. Further analysis of the individual exam questions would allow a clearer understanding of the results pinpointing areas to focus improvement on learning material or question clarity. However, the updated course did not allow for this level of detail.

The overall score decrease could also be associated with the timing during the semester.

Moving forward, individual exam questions will be available for analysis to ensure knowledge transfer to the students.

Outcome 2: Create a skill development plan based on self-assessment of management-related skills.

- Assessment Plan

    o Assessment Tool: Outcome-related skill development assignments based on self-assessment

    o Assessment Date: Fall 2023

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

    o Number students to be assessed: All students

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 75% of students will score 70% or higher.

    o 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)
2022	2023, 2022	2023

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

# of students enrolled	# of students assessed
418	243

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.

Course population:

All sections of BMG 230 from Winter 22, Fall 22, Summer 23, Winter 23.

Number of students listed in the courses at the time of the assessment: 293

Number of students enrolled in all four semesters per WCC: 418.

The difference may be due to class drop/withdraw.

Number of students assessed: 243.

The unassessed students did not complete the assignment. It is unclear if the students withdrew or did not complete the course. The missing data was not calculated in assessment results.

One of the Distance Learning (DL) sections from Winter 2022 was not included in the analysis. The part-time faculty teaching that section changed all grading criteria.

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 for Fall 2022, Winter 2022, Summer 2023, and Fall 2023, all were DL except two sections that were face-to-face.

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 an individual SWOT analysis and professional plan assignment, scored by a departmentally-developed rubric.

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>

The standard of success for this assessment was that 75% of students assessed would score 70% or higher.

Out of 243 students assessed, 98.35% (239) scored above 70%. Four students did not finish the assignment, decreasing their score below 70%. The average overall score was 95.57 out of 100.

Furthermore, out of 243 students assessed, 96.71% scored above 80%. Eight students scored below 80%.

The assessed results support the success of outcome #2.

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

> The above average scores on Outcome #2 across 14 sections and a variety of faculty, illustrates that the students had significant knowledge of the assignment guidelines, course concepts, and subject matter regarding a SWOT analysis and development of a professional plan.

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.

> Although 96.71% of students assessed scored over 80%, student understanding, performance and practice could be improved by including a sample SWOT analysis to illustrate a submission that would receive 100% as well as action plan templates for reference and use.

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

- Assessment Plan

    o Assessment Tool: Outcome-related case dilemmas

    o Assessment Date: Fall 2023

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

    o Number students to be assessed: All students

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 75% of students will score 70% or higher.

    o 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)
2022	2023, 2022	2023

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

# of students enrolled	# of students assessed
418	222

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.

Course population:

All sections of BMG 230 from Winter 22, Fall 22, Summer 23, Winter 23.

Number of students listed in the courses at the time of the assessment: 293

Number of students enrolled in all four semesters per WCC: 418.

The difference may be due to class drop/withdraw.

Number of students assessed: 222.

The unassessed students did not complete the activity. The reason is unknown. It should be noted that 24% of enrolled students did not complete this assignment. Twenty-two students did not complete this assignment who did complete exam 4 with the same timing in the course.

One of the Distance Learning (DL) sections from Winter 2022 was not included in the analysis. The part-time faculty teaching that section changed all grading criteria.

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 for Fall 2022, Winter 2022, Summer 2023, and Fall 2023, and all were DL except two sections that were face-to-face.

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 case studies scored using a departmentally-developed rubric.

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

> The standard of success for this assessment was that 75% of students assessed would score 70% or higher.
>
> Out of 222 students assessed, 99.10% (219) scored above 70%. Two students did not complete the assignment to the fullest decreasing their score below 70%. The average overall score was 49.59 out of 50.
>
> Furthermore, out of 222 students assessed, 99.10% scored above 80%. Two students scored below 80%.
>
> The assessed results support the success of outcome #3.

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

> The above average scores on Outcome #3 across 14 sections and a variety of faculty, illustrates that the students had significant knowledge on the assignment guidelines, course concepts, and subject matter regarding the management concepts and framework to analyze business situations taught in this 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.

> Although 99.10% of students assessed for scored over 80%, student understanding, performance, and practice can be improved by providing a "real life" scenario. Student analysis could be scored based upon the implication of their decision providing more of a definitive choice and strategic application, instead of "I think" subjective answers. The rubric grades writing guidelines, not actual action choices.

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.

> Since the course was updated since the previous assessment, the impact cannot be measured. It is apparent, through this assessment, the updated course is effective in meeting and exceeding standards of success for all three outcomes.
>
> Recommendation #1 to have the case study assessment plan modified to be individual versus group appears to be effective as Outcome #3 illustrated 99.10% of students scored above 80%, far exceeding the standard.

Recommendation #2 was to update to course materials with emphasis from outcome 1. Although this cannot be measured due to the changes in the course and lack of individual exam question access, overall, all 4 exams exceeded the standard supporting the success of Outcome #1.

Recommendation #3 was to include a sample template in the student portfolio. This was not implemented, but the assignment was updated. The results of the current assessment support the success of Outcome #2, but also show an opportunity for improvement by providing a sample SWOT analysis and action plan template.

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: The multiple-choice exam assessment is an efficient way to evaluate the overall knowledge gained in each unit. By analyzing all sections spanning four semesters, we can identify trends, areas of improvement within the course, and potential faculty training needs. We can also compare DL to face-to-face courses. It was surprising that the average scores for face-to-face courses were comparable to the average of DL courses, but the test scores did not appear to benefit from being in person.

Avg Score F2F / Virtual				
Course #	Exam 1	Exam 2	Exam 3	Exam 4
96996	85.89	83.46	84.31	86.15
15324	86.60	93.36	87.29	88.87

Avg Score DL			
Exam 1	Exam 2	Exam 3	Exam 4
91.09	91.92	84.76	87.16

Areas of improvement – The Goals Tool was not established in Blackboard when the course was redesigned limiting the data analysis of individual questions. The alignment will be established for Canvas to improve analysis moving forward including a review of individual questions if observing lower success to ensure clarity.

For Outcome #2: Scores illustrated a thorough understanding of the SWOT analysis and the development of a professional plan. The skill development exercise provides students the ability to practice an applicable business skill while assessing and planning to attain a personal goal.

It was surprising to see 17% of the 293 enrolled students completed this assignment. Considering withdraws or those students who did not complete the course, nearly 7% fewer students completed this assignment compared to exam 2, which are both due around the same time. The assignment is worth 100 points,

making it substantial as well. It may be worth placing additional instructional emphasis on the assignment.

Areas of improvement: To improve understanding, performance, and practice for Outcome #2, a sample SWOT analysis to illustrate a 100% submission should be included as well as action plan templates for reference and use.

For Outcome #3: Comprehensive case study is an efficient way for students to apply learnings to analyze a business concept. The scores supported success, however, the rubric grades writing guidelines, not the actual action choices of the students. Consequently, the analysis and grading are subjective. Using scenarios with actual consequences of decisions will provide a more robust learning activity for the students and increased objectivity on grading.

It was surprising to see 24% of the 293 enrolled students completed this assignment. Considering withdraws and those students who did not complete the course, nearly 10% fewer students completed this assignment compared to exam 4, which are both due around the same time. The assignment is worth 50 points, so not as impactful. If the assignment is updated, potentially changing the point worth may also be beneficial.

Areas of improvement: To improve understanding, performance, and practice for Outcome #3, a "real-life" scenario can be created, and student analysis scored based on their decision providing more of a definitive choice and strategic application, instead of "I think" subjective answers. The rubric grades writing guidelines, not actual action choices.

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

This assessment will be reviewed by departmental faculty, the Department Chair, and the Dean.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Establish Goals Tool (or the alike) on all four exams in Canvas.	Allow for analysis of specific exam questions while connecting them to course goals and objectives. This will provide an opportunity to	2025

		ensure objectives are met, each question is performed to expectations, and identify areas that may require more emphasis in the course.	
Assessment Tool	Update outcome #3 with a scenario with gradable choices and update rubric.	Provide students with an opportunity to apply critical thinking skills while obtaining feedback illustrating the consequences of the decision. Provide faculty increased objective grading criteria and feedback to share with students.	2024
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Update the OER.	To remain current with industry trends, technology, and case studies while maintaining student interest and increasing applicable skills.	2025
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Provide students with a sample of a SWOT analysis that would receive a score of 100% and action plan templates.	Continuous improvement.	2024
Other: part-time faculty assessment	Training has been and will continue to be incorporated into in-service sessions for part-time faculty. Full-time faculty will continue to offer	Continuous improvement; consistency in assessment practice across all sections.	2024

	support via communication related to assessment.		

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

It is interesting to note that for two three-week courses included in the assessment had 5 students who completed the course but did not submit Outcome #2 SWOT Analysis and 16 students who did not submit Outcome #3 Case Study, skewing the completed numbers. It appears that students prioritize the exams over the assignments in the 3-week course and may not feel they have sufficient time to complete both.

III. Attached Files

[BMG 230 data](#)

Faculty/Preparer: Jennifer Maitland **Date:** 02/17/2024
Department Chair: Joyce Jenkins   **Date:** 02/19/2024
Dean: Eva Samulski   **Date:** 02/24/2024
Assessment Committee Chair: Jessica Hale   **Date:** 10/02/2024

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

    o Assessment Tool: Student portfolio

    o Assessment Date: Fall 2019

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

    o Number students to be assessed: Random sample of 1/3 of students enrolled in all sections with a minimum of one full section.

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 75% of students will score 70% or higher

    o 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: <u>Yes</u>
>
> 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

    o Assessment Tool: Comprehensive case study

    o Assessment Date: Fall 2019

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

    o Number students to be assessed: Random sample of 1/3 of students enrolled in all sections with a minimum of one full section.

    o How the assessment will be scored: Departmentally-developed rubric

    o Standard of success to be used for this assessment: 75% of students will score 70% or higher

    o 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