

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Business Management	291	BMG 291 11/22/2021- Project Management
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Business
Faculty Preparer		Cheryl Byrne
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?

<p>Yes</p> <p>Winter 2011</p>
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2. Briefly describe the results of previous assessment report(s).

<p>Outcome 1: Students will be able to approach and manage projects using the Project Management Methodology.</p> <p>Overall, student results were very low. Only one student was successful with a 78% score.</p> <p>Questions 1-10 align with Objectives #1 and #2 (Project Management Framework and Methodology/Project Manager and the Project Team).</p> <p>Questions 11-29 align with Objective #3 (Project Planning) while Objective #4 (Project Control) aligns with questions 30-40. The performance on the assessment was extremely poor.</p> <p>Outcome 2: Students will be able to put into practice the functions of management in managing projects.</p> <p>These outcomes were not assessed as work needed to be completed on the departmental exam.</p>
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3. Briefly describe the Action Plan/Intended Changes from the previous report(s), when and how changes were implemented.

<p>Outcome 1: The questions were reviewed by two instructors for wording and understanding. The analysis also marked-up questions for updates and</p>
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inclusion in a new tool. While the questions came from a pool of questions that are used for PMP certification, students lacking work experience may have found the wordiness and context confusing. The tool needs to be updated.

## II. Assessment Results per Student Learning Outcome

Outcome 1: Evaluate and manage projects using the Project Management Methodology.

- Assessment Plan
  - Assessment Tool: Comprehensive exam with questions equivalent to sample questions from the Certified Associate in Project Management Certification Exam
  - Assessment Date: Fall 2015
  - 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: 70% of the students will score 70% or above.
  - Who will score and analyze the data: Instructor

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)
2020	2021, 2021	2021

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

# of students enrolled	# of students assessed
131	70

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.

Four sections over three semesters were used to evaluate this outcome. The total number of students varies from enrollment due to students "disappearing" as the semester progressed.

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 course was only offered online during this time so all online students were included.

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

Since there was not a departmentally-developed test, five quizzes were used to assess this outcome. The quizzes were multiple-choice/True/False (TF) and were automatically scored in Blackboard.

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

Students did well on the quizzes. The lowest score was for Quiz 5 which covers the closure process of a project. Only 79% of the students scored more than 70%. A review of the test questions revealed that students had problems with calculating earned value, interpreting time and cost variances, and identifying project constraints (e.g., budgets, resources, sustainability, and schedules).

Quiz 1: 68/70 students (97%) scored 70% or higher

Quiz 2: 57/66 students (86%) scored 70% or higher

Quiz 3: 54/61 students (89%) scored 70% or higher

Quiz 4: 60/63 students (95%) scored 70% or higher

Quiz 5: 49/62 students (79%) scored 70% or higher

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

Overall, students understood how to complete the five phases of managing a project: initiation, planning, execution, monitoring, and closure.

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 were weak in the final phase of closure and had difficulty with calculating earned value, interpreting time and cost variances. They also struggled with identifying constraints such as budgeting, resources, sustainability, and scheduling.

Outcome 2: Apply the functions of management and the project management methodology in managing a project.

- Assessment Plan
  - Assessment Tool: Student Group Project
  - Assessment Date: Fall 2015
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students (every group project)
  - How the assessment will be scored: Each group project will be evaluated against a project rubric by two departmental faculty members and an average score will be calculated.
  - Standard of success to be used for this assessment: Each group will receive an average score of 70% or greater on project.
  - Who will score and analyze the data: Departmental faculty will score and analyze the data.

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)
2020	2021, 2021	2021

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

# of students enrolled	# of students assessed
131	70

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.

Individual instructors gave students the option of completing a project on their own or in a group. Most chose the individual option. Therefore, the assignments (which reflect the project) were used to assess this outcome.

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.

The course was only offered online in the semesters reviewed. All students who completed the work were included.

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

Individual instructors for the section scored the assignments. No rubrics were provided or used.

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

Students did extremely well on this outcome. Overall, 100% of students scored 70% or better on the eight assignments.

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

Based on the scores for the eight assignments, students understood how to complete various aspects of the five phases of managing a project - initiation, planning, execution, monitoring, and closure.

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.

Based on the scores for the eight assignments, no areas for improvement were revealed.

### 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.

A new departmentally-developed test was never created. Therefore, it is not possible to discuss how effective the changes proposed in the last assessment were in improving student learning.

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?

Two main areas of concern were revealed by this assessment process - rubrics need to be created to evaluate assignments, and software other than Microsoft Project needs to be incorporated.

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	<p>The assessment tools for Outcome #1 will be changed from a departmentally-developed test to unit tests scored by an answer key.</p> <p>The assessment tool for Outcome #2 will be changed from a student group project to outcome-related assignments scored by rubrics.</p>	<p>This allows the assessment to use embedded questions for Outcome #1 and evaluates Outcome #2 using tools students are currently completing.</p>	2022
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	<p>The following changes will be made to this course:</p> <ul style="list-style-type: none"> <li>○ Create an OER</li> <li>○ Revamp the entire course content</li> <li>○ Adhere to current online course design standards</li> </ul>	<p>Create an OER: By doing this, the Management programs will require no textbook saving students money</p> <p>Revamp entire course content: Rather than focus on how to use a specific software, the course will emphasize project management methodology.</p>	2022

	<ul style="list-style-type: none"> <li>○ Include rubrics</li> <li>○ Eliminate Microsoft Project</li> </ul>	<p>Interactive activities will be included.</p> <p>Adhere to current online course design standards: The approved CiTL online course format and design as prescribed by CiTL will be used.</p> <p>Include rubrics: Rubrics will be created for all assignments scored by individual instructors.</p> <p>Eliminate Microsoft Project: This software was free when the course was first created. Now the free version is difficult to download, causing student and instructor frustration. Other software, such as Excel, will be used instead.</p>	
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5. Is there anything that you would like to mention that was not already captured?

6.

**III. Attached Files**

[BMG 291 Support Data](#)

**Faculty/Preparer:** Cheryl Byrne **Date:** 11/22/2021  
**Department Chair:** Douglas Waters **Date:** 11/23/2021  
**Dean:** Eva Samulski **Date:** 11/24/2021

**Assessment Committee Chair:** Shawn Deron **Date:** 01/05/2022



**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:
  - Course Discipline Code and Number: **BMG291**
  - Course Title: **Project Management**
  - Division/Department Codes: **BCT Division, Business (BUSD) Dept. 13200**
  
2. Semester assessment was conducted (check one):
  - Fall 20\_\_
  - Winter 2011**
  - Spring/Summer 20\_\_
  
3. Assessment tool(s) used: check all that apply.
  - Portfolio
  - Standardized test
  - Other external certification/licensure exam (specify):
  - Survey
  - Prompt
  - Departmental exam (developed using industry standard PMP questions for professional certification)
  - Capstone experience (specify):
  - Other (specify):
  
4. Have these tools been used before?
  - Yes
  - No

If yes, have the tools been altered since its last administration? If so, briefly describe changes made.

**This is the first time the tool has been used.**

5. Indicate the number of students assessed and the total number of students enrolled in the course.
 

**The entire class was given the assessment from the single section that ran.**
  
6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*

N/A

**II. Results**

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
 

**No assessment has been run on this course. This tool is new and based on <sup>that was</sup> new syllabus implemented Winter 2006.**
  
2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*
  - a. **Students will be able to approach and manage projects using the Project Management Methodology.**
  - b. Students will be able to put into practice the functions of management in managing projects. *This outcome was not assessed as work needs to be completed on the departmental exam.*
  
3. For each outcome that was assessed, indicate the standard of success exactly as it is stated on the course master syllabus. *(You can copy and paste these from CurricUNET's WR report.)*
  - a. **The master syllabus outlines the standard of success: "success is defined by a percentage of 75% or above.**
  
4. Briefly describe assessment results based on data collected during the course assessment. Indicate the extent to which students are achieving each of the learning outcomes listed above and state whether the standard of

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**COURSE ASSESSMENT REPORT**

success was met for each outcome. *In a separate document, include a summary of the data collected and any rubrics or scoring guides used for the assessment.*

The data is in a grid format showing the student percentage for each student and an item analysis. Questions 1-10 align with Objectives #1 and #2 (Project Management Framework and Methodology/Project Manager and the Project Team). Questions 11-29 align with Objective #3 (Project Planning) while Objective #4 (Project Control) align with questions 30-40.

The performance on the assessment was extremely poor. The questions were reviewed by two instructors for wording and understanding (mock-up attached). The analysis also marked-up questions for updates and inclusion in a new tool. While the questions came from a pool of questions that are used for PMP certification, students lacking work experience may have found the wordiness and context confusing. The tool needs to be updated.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in the assessment results. *(This should be an interpretation of the assessment results described above and a thoughtful analysis of student performance.)*

**Strengths:** None.

**Weaknesses:** Student results were very low. Only one student was successful with a (78% score).

**III. Changes influenced by assessment results**

1. If weaknesses were found (see above) or students did not meet expectations, describe the action that will be taken to address these weaknesses. *(If students met all expectations, describe your plan for continuous improvement.)*

**The assessment tool needs to be updated. The assessment will be updated and embedded into the course for future analysis/adjustments to better align with course objectives.**

**The master syllabus will be updated with more common language to outline key terms and definitions. A key terms list will be developed and shared with instructors as well as included in course materials (BlackBoard).**

2. Identify intended changes that will be instituted based on results of this assessment activity (check all that apply). Please describe changes and give rationale for change.

- a.  Outcomes/Assessments on the Master Syllabus

Change/rationale:

- b.  Objectives/Evaluation on the Master Syllabus

Change/rationale: Update objectives with key terms in common language.

- c.  Course pre-requisites on the Master Syllabus

Change/rationale:

- d.  1<sup>st</sup> Day Handouts

Change/rationale:

- e.  Course assignments

Change/rationale: Key Terms.

- f.  Course materials (check all that apply)

Textbook

Handouts: Key Terms.

Other:

**COURSE ASSESSMENT REPORT**

g.  Instructional methods

Change/rationale: Make sure there is a clear focus on course terms/language.

h.  Individual lessons & activities

Change/rationale:

3. What is the timeline for implementing these actions? **Winter 2012 and Fall 2012**

**IV. Future plans**

1. Describe the extent to which the assessment tools used were effective in measuring student achievement of learning outcomes for this course.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

The tool will be updated.

3. Which outcomes from the master syllabus have been addressed in this report?

All \_\_\_\_\_ Selected  X

If "All", provide the report date for the next full review: \_\_\_\_\_.

If "Selected", provide the report date for remaining outcomes:  Changes to tool and additional assessment will be run in Winter 2012.

**Submitted by:**

Print: <u>Kimbalyn Huens</u> Faculty/Preparer	Signature: <u>[Signature]</u>	Date: <u>12/11/11</u>
Print: <u>Cafette M. Young</u> Department Chair	Signature: <u>[Signature]</u>	Date: <u>12/11/11</u>
Print: <u>Rosemary Wilson</u> Dean/Administrator	Signature: <u>[Signature]</u>	Date: <u>12/13/11</u>