

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Business Management	205	BMG 205 10/09/2017- Creating the Customer Experience
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: Explain the fundamental principles of creating the customer experience.

- Assessment Plan
 - Assessment Tool: Departmental Exam
 - Assessment Date: Fall 2012
 - Course section(s)/other population: all
 - Number students to be assessed: all
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who 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)
2016		2017

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

# of students enrolled	# of students assessed
93	73

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 assessed was below the number of students enrolled, due to either a student or faculty withdrawal prior to the end of the semester or students who were enrolled but did not take the assessment.

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 class was only offered online so all students were assessed.

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

The assessment tool was a departmental exam that was computer-scored.

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

91.10% of the students scored 75% or better. Goal was 75% of students scoring 75% or better.

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

The assessment results were significantly better than the Fall 2012 assessment report - 90.14% vs. 78.8%. This is due mainly to major course revisions made since the 2012 assessment. Students seem to quickly pick up the terminology and are able to correctly identify the various experience concepts (e.g., progression of economic value). Students also pick up on the relationship between customer experience, customer advocacy, and business success.

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.

Some students struggle with the difference between customer experience vs. customer service and use the terms interchangeably.

Outcome 2: Apply the strategies for creating and delivering a quality customer experience.

- Assessment Plan

- Assessment Tool: Departmental Exam
- Assessment Date: Fall 2012
- Course section(s)/other population: all
- Number students to be assessed: random selection of 50% of students
- How the assessment will be scored:
- Standard of success to be used for this assessment:
- Who 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)
2016		2017

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

# of students enrolled	# of students assessed
93	67

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 assessed was below the number of students enrolled, due to either a student or faculty withdrawal prior to the end of the semester or students who were enrolled but did not take the assessment.

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 class was only offered online so all students were assessed.

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

The assessment tool was a departmental exam that was computer-scored.

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

92.54% of the students scored 75% or better. Goal was 75% of students scoring 75% or better.

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

The assessment results were significantly better than the Fall 2012 assessment report - 90.14% vs. an average of 73.43%. Students are able to connect to the strategies and apply them to their lives through journaling and discussions. Although these were not part of the assessment tool, completing these assignments contributed to the performance on the assessment tool and assessment results.

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 no plans are in place to improve the results for this outcome, constant monitoring will take place.

Outcome 3: Judge their personal effectiveness when delivering the customer experience.

- Assessment Plan
 - Assessment Tool: Departmental Exam
 - Assessment Date: Fall 2012
 - Course section(s)/other population: all
 - Number students to be assessed: random selection of 50% of students
 - How the assessment will be scored:
 - Standard of success to be used for this assessment:
 - Who 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)
2016		2017

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

# of students enrolled	# of students assessed
93	66

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 assessed was below the number of students enrolled, due to either a student or faculty withdrawal prior to the end of the semester or students who were enrolled but did not take the assessment.

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 class was only offered online so all students were assessed.

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

The assessment tool was a departmental exam that was computer-scored.

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

92.42% of the students scored 75% or better. Goal was 75% of students scoring 75% or better.

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

The assessment results were somewhat better than the Fall 2012 assessment report - 92.42% vs. 84.3%. This is due mainly to major course revisions made since the 2012 assessment. Students evaluate this through journaling and taking several assessments (e.g., leadership legacy and EQ). Although these are not part of the assessment, completing these assignments contribute to the performance on the assessment tool.

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 no plans are in place to improve this performance, the course will be closely monitored.

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?

The overall performance in the Fall 2012 assessment report was 76.62% of students scoring 75% or better which met the goal of 75% of students scoring 75% or better.

When this course was first offered in Fall 2009, there were no textbooks available on this topic and no college classes on this subject. Therefore, the course was created using outside sources. That includes lectures from one of the authors of "The Experience Economy" and videos licensed from Zingerman's. Students also hear from a panel of three Certified Customer Experience Experts. They also read articles by Lou Carbone (author of Clued In) and Steve Haeckel who, together, published the first article about creating customer experiences.

Based on the Fall 2012 assessment and continued monitoring of the course and the industry, a major revision of the course was completed during the summer of 2016. Customer experience by then was a common topic of conversation at companies, resulting in more refined approaches, concepts, and available material.

The revised course was first offered in Fall 2016. The revisions included going from 5 units to 4 units, being more selective on outside readings and videos, and adding more interactive activities. Assignments and discussions were revised as well.

The most surprising was the difference in the assessment results and success rates.

Success rates for this course improved a bit after the revisions from 65.4% in 2014-15 to 75.7% in 2016-17.

While the assessment results are great, the success rates are discomfoting. In looking as the grade distribution, there is evidence of a bimodal trend - either students do well or they fall off and fail (see Grade Distribution attachment). The normal distribution curve does not exist for this course. Therefore, it is logical that the assessment results would be better than the success rates since active and engaged students who do ALL the work are better prepared for the departmental tests.

It is hoped that the upcoming change to the student withdrawal process will help, as well as the new letters of encouragement.

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

The plan is to update the master syllabus and review the current assessment methodology.

3. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Student Engagement	Further research will be conducted to follow up on those students who fall in the "failure" category. At the same time, instructors will be encouraged to give constant positive feedback to those students who are passing.	Since the grade distribution is bimodal, more needs to be done to keep students engaged (the positive reinforcement) and to prevent drop offs (more research).	2018

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

5.

III. Attached Files

[Grade Distribution](#)
[BMG 205 Assessment Data Fall 2017 Report](#)

Faculty/Preparer: Cheryl Byrne **Date:** 10/17/2017
Department Chair: Julianne Davies **Date:** 12/04/2017
Dean: Eva Samulski **Date:** 12/05/2017
Assessment Committee Chair: Michelle Garey **Date:** 02/26/2018

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
Course Discipline Code and Number: **BMG 205 DL (online only course; not offered on campus)**
Course Title: **Creating the Customer Experience**
Division/Department Codes: **BCT Division; Business (BUSD); Dept. 13200**

2. Semester assessment was conducted (check one):
 Fall 20__
 Winter 20__
XXXX Spring/Summer 2012

3. Assessment tool(s) used: check all that apply.
 Portfolio
 Standardized test
 Other external certification/licensure exam (specify):
 Survey
 Prompt
XXXX Departmental exam
 Capstone experience (specify):
XXXX Other (specify): **Journal**

4. Have these tools been used before?
 Yes
XXXX No (First time course being assessed)

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

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

Online Departmental Exam:

Between 160-198 students (all students over 7 semesters – see attached). Questions were embedded in the Unit Tests. Range is due to students withdrawing over the course of the semester or not taking the Unit Test because they “left” the course but did not withdraw.

Journal

12 student journals from S/S 2012 semester were evaluated by selected members of the Advisory Board using the attached rubric.

6. If all students were not assessed, describe how students were selected for the assessment. *(Include your sampling method and rationale.)*

Random number table used to select students for journal

II. Results

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

This is the first assessment for this course.

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.)*
 1. **Explain the fundamental principles of creating the customer experience.**
 2. **Apply the strategies for creating and delivering a quality customer experience.**
 3. **Judge their personal effectiveness when delivering the customer experience.**

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COURSE ASSESSMENT REPORT

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.)*

See #4

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 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.***

1. Explain the fundamental principles of creating the customer experience.
 a. Departmental exam (Unit 1): 75% of students will score 75% or better

Results: 78.8% scored 75% or better

2. Apply the strategies for creating and delivering a quality customer experience.
 a. Departmental exam (Units 2, 3, & 5): 75% of students will score 75% or better

Results: Unit 2: 68.9% scored 75% or better
 Unit 3: 71.1% scored 75% or better
 Unit 5: 80.37% scored 75% or better

- b. Journal: On a 5-point scale, 75% of students will score 3.5 or better

Results: 76.4% scored 3.5 or better

3. Judge their personal effectiveness when delivering the customer experience.
 a. Departmental exam (Unit 4): 75% of students will score 75% or better

Results: Unit 4: 84.3% scored 75% or better

- b. Journal: On a 5-point scale, 75.5% of students will score 3.5 or better

Results: 87.9% scored 3.5 or better

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:

- Students seem to pick up on the terminology and are able to correctly identify and use the correct lingo.
- Students also pick up on the relationship between customer experience, customer advocacy, and business success.
- Students seem to be able to apply the concepts to their real-life work situations.

Weaknesses:

- Based on both the departmental exam and the journal, students seem to have more difficulty understanding the concepts of intended impressions and the humanic and mechanic clues.
- Based on both the departmental exam and the journal, students seem to have difficulty conducting a clues audit (at Starbucks, Dunkin' Donuts, and McDonald's), as well as their own work sites.
- Based on both the departmental exam and the journal, students sometimes confuse the concepts of customer experience and customer service.

COURSE ASSESSMENT REPORT

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.)*

A new module focusing on how to conduct a clues audit is being incorporated into the course. Along with that, the clues audit form is being updated to better reflect the relationship between intended impressions and the actual experience during a clues audit. Finally, a blog/discussion is being incorporated into the course so students can discuss the difference between customer experience and customer service in hopes that this will help them consciously think through the two related concepts.

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:

c. Course pre-requisites on the Master Syllabus
Change/rationale:

d. 1st Day Handouts
Change/rationale:

e. **XXXX** Course assignments
Change/rationale: **Explained above**

f. Course materials (check all that apply)
 Textbook
 Handouts
 Other:

g. **XXXXX** Instructional methods
Change/rationale: **Explained above**

h. Individual lessons & activities
Change/rationale:

3. What is the timeline for implementing these actions? **Incorporated into the Fall 2012 online course**

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.

Assessment tools effective and resulted in a few significant changes to the course.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
3. Which outcomes from the master syllabus have been addressed in this report?

All **XXXX** Next Full Review: **Fall 2015**

Submitted by:

Print: Cheryl Byrne Signature: [Signature] Date: 10-25-12
 Faculty/Preparer

Print: Colette Young Signature: [Signature] Date: 10/25/12
 Department Chair

Print: Rosemary Wilson Signature: [Signature] Date: 11/12/12
 Dean/Administrator