

Course Assessment Report
Washtenaw Community College

Discipline	Course Number	Title
Business Management	209	BMG 209 03/18/2019- Entrepreneurship III - Running and Growing Your Business
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Rosemary Wilson
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 and evaluate the financial, marketing, and operational issues needed to run and grow a business.

- Assessment Plan
 - Assessment Tool: A written business plan
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample: 50% of business plans submitted by students

- How the assessment will be scored: Departmentally-developed rubric
- Standard of success to be used for this assessment: 75% receiving a 75% or better
- Who will score and analyze the data: Members of the School of Business and Entrepreneurial Advisory Board will score a random sample of business plans. The lead instructor will analyze and share the results with the department and the dean.

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)
		2018

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

# of students enrolled	# of students assessed
8	7

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 differs from the number enrolled because one student withdrew from the course before the end of the term.

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 evening section was selected for assessment because BMG 209 is only offered in the evening and on campus. The course is not offered in DL format.

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

All students in the section were required to present their written business plan to a panel of professionals selected from the local entrepreneurial and business development environment and pitch their business plans. The panel members were provided with a standard rubric to evaluate the plan and its presentation. In each of six categories, the professionals rated the students on a scale of 1 (lowest) to 4 (highest): Opportunity identification and description, executive summary of goals and resources, marketing strategy, operations strategy, financial statements, and presentation skills.

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

In the assessment of the business plans performed by the external professionals, 85% achieved an overall score of 75% or better. Only one student did not meet the 75% standard of success.

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

All students exceeded the standard of success for opportunity identification, with an overall class average of 88.9%.

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.

For marketing strategy, 57% of students achieved the standard of success of a score of 75% or better within this category, although the overall average for the class was a score of 76.1%.

For operations strategy, 57% of the students achieved the standard of success of a score of 75% or higher within this category, although the overall average for all students was 76%.

For financial strategy, 57% of the students achieved the standard of success of a score of 75% or higher within this category, although the overall average was 76.4%.

Students demonstrated greater strength in the big picture planning than in the detailed planning also necessary to develop and grow a business. This suggests that curricular changes may be needed in the following areas:

1. Establishing prerequisites for BMG 209

Currently students can self-select any Entrepreneurship course in any sequence. To ensure students are prepared for BMG 209, prerequisites of BMG 101 Entrepreneurship I and BMG 109 Entrepreneurship II should be established.

2. Strengthening financial, marketing, and operational planning through greater coverage of these concepts in the development of the business model in BMG 109.

3. In BMG 209, focusing more on how to take the business model developed in BMG 109 to a more detailed plan that can be pitched and presented.

Outcome 2: Create a business plan for running and growing a business.

- Assessment Plan
 - Assessment Tool: A written business plan
 - Assessment Date: Fall 2015
 - Course section(s)/other population: All sections
 - Number students to be assessed: Random sample: 50% of business plans submitted by students
 - How the assessment will be scored: Departmentally-developed rubric
 - Standard of success to be used for this assessment: 75% receiving 75% or better
 - Who will score and analyze the data: Members of the School of Business and Entrepreneurial Advisory Board will score a random sample of business plans. The lead instructor will analyze and share the results with the department and the dean.

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)
		2018

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

# of students enrolled	# of students assessed
8	7

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 differs from the original enrollment because one student withdrew from the course before the end of the term.

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.

BMG 209 is only offered as an evening section on campus.

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

Students were required to submit a written business plan and then present and pitch their plans to a panel of entrepreneurship professionals from the business community. The panel members were provided with a rubric to score the presentation and contents of the plans, based on the rubric used by Pitch @ WCC.

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 seven students who completed the course, 85% achieved a score of 75% or better on the presentation of the written business plan.

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

Students performed well above the standard of success in opportunity identification, development of an executive summary of the goals and resources, and presentation of the 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.

The most common comment provided by panel members was that students needed to provide more specific details in the marketing, operations, and financial plans.

This suggests that curricular changes may be needed in the following areas:

1. Establishing prerequisites for BMG 209

Currently students can self-select any Entrepreneurship course in any sequence. To ensure students are prepared for BMG 209, prerequisites of BMG 101 and BMG 109 should be established.

2. Strengthening coverage of financial, marketing, and operational planning as part of the development of a business model in BMG 109.

3. In BMG 209, focusing more on how to take the business model developed in BMG 109 to a more detailed plan that can be pitched and presented.

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 was not 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?

Overall, the course is meeting the needs of students. At least one of the students in the assessed section of the course has successfully launched her business. Requiring students to pitch before entrepreneurial professionals has resulted in students taking the business plan seriously, and the students value the feedback highly.

We were pleased to see how well students were rated on business opportunity identification.

We were not surprised that the lack of specific details in the operations, marketing, and financials strategies were cited in the panel comments.

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

The assessment results and action plan will be shared with the departmental faculty via email, with requests for comments and suggestions.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Pre-requisite	Add BMG 101 Entrepreneurship I and BMG 109 Entrepreneurship II as prerequisites.	Currently students can take any Entrepreneurship course in any sequence, without the necessary understanding of business terminology, analysis and evaluation of a	2020

		business proposal, or the business planning needed prior to development of a business plan.	
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5. Is there anything that you would like to mention that was not already captured?

6.

III. Attached Files

[Results of Ratings from Rubric Rubric](#)

Faculty/Preparer: Rosemary Wilson **Date:** 08/13/2019
Department Chair: Douglas Waters **Date:** 08/14/2019
Dean: Eva Samulski **Date:** 08/19/2019
Assessment Committee Chair: Shawn Deron **Date:** 01/09/2020