

**Course Assessment Report
Washtenaw Community College**

Discipline	Course Number	Title
Business Management	279	BMG 279 01/19/2020- Performance 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?

<p>Yes</p> <p>This course was previously assessed sometime before 2009, the year the current master syllabus was submitted.</p>

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

<p>Unknown. The online course site was recently redesigned by the lead instructor who wrote the previous assessment. That instructor retired last semester.</p>

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

<p>Unknown. The online course site was recently redesigned by the lead instructor who wrote the previous assessment. That instructor retired last semester.</p>

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify performance management concepts, principles and legal requirements.

- Assessment Plan
 - Assessment Tool: multiple choice exam
 - Assessment Date: Fall 2010
 - 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)
	2019	

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

# of students enrolled	# of students assessed
37	31

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 unassessed students did not complete the exam. All ten on-campus students completed the two parts of the assessment exam. Twenty-nine of the online students completed both parts of the exam. The two parts were given in separate weeks, and the point values were comparable to discussion boards and other assignments, so this likely contributed to some students opting not to take both.

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 assessed students represent the entire BMG 279 population. There were two sections of BMG 279 held during the 2019 Winter semester: one online and one on-campus.

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 that assessed via an answer key scored by the department faculty and Blackboard (for online class).

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 31 assessed students, 87% of the students scored 75% or higher on the assessment exam. The minimum standard of success for this assessment was 70% of students assessed would score 75% or higher. Outcome #1 is to “Identify performance management concepts, principles, and legal requirements.” This assessment was performed by combining the results of two non-cumulative exams that tested these concepts.

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

The assessed students had strong knowledge of their understanding of performance management concepts, principles, and legal requirements. More than 90% of assessed students correctly answered questions about performance standards and performance reviews. More than 80% of assessed students correctly answered questions about job descriptions. More than 85% of assessed students correctly answered questions about performance feedback.

These concepts are introduced in BMG 140, 111, and 230, which most HR Management students complete before or concurrently with BMG 279; therefore, this material is a review for most BMG 279 students.

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 two-part exam consisted of 34 questions. According to Blackboard’s item analysis, only two questions were judged to be poor, so poor question wording didn’t appear to have much effect on the results. Most questions were judged to be easy or medium, however, rather than hard; therefore, this assessment tool could probably use more rigor to better gauge students’ understanding of the learning outcome.

Outcome 2: Develop skills to promote desired employee performance (performance planning, coaching and giving feedback).

- Assessment Plan
 - Assessment Tool: case studies/simulated exercises
 - Assessment Date: Fall 2010
 - 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)
	2019	

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

# of students enrolled	# of students assessed
37	31

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 unassessed students did not complete the case study. Nine of ten on-campus students completed it, and twenty-two of the online students completed it. The discussion board was administered in the middle of the semester, so perhaps a lull in participation can explain why the unassessed students didn't participate.

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 assessed students represent the entire BMG 279 population. There were two sections of BMG 279 held during the 2019 Winter semester: one online and one on-campus.

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 case-study administered via a discussion board that was submitted in Blackboard for both modalities and scored by instructors. The group discussion format allowed for peer-to-peer teamwork in achieving the learning outcome.

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 31 assessed students, 97% of the students scored 75% or higher on the assessment exam. The minimum standard of success for this assessment was 70% of students assessed would score 75% or higher. Outcome #2 is to “Develop skills to promote desired employee performance (performance planning, coaching, and giving feedback).”

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

The assessed students appeared to have strong knowledge of their understanding of the required skills to promote employee performance. Unfortunately, the course site did not contain a rubric for the instructors to measure different aspects of this assessment tool, and the two instructors who taught the assessed class sections left very little feedback in Blackboard for the students. Therefore, it's hard to interpret the scores entered for this assessment.

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.

As previously stated, it's hard to interpret the scores entered for this assessment. However, the “case study” used for this assessment can be evaluated. Students were asked to share their employee coaching style and to discuss how their style has helped or hindered them in their career/personal life. This is an open-ended question, not a true case study, which would present a scenario for students to dissect. Moving forward, an actual case study should be used here; otherwise, no real learning assessment will occur.

Outcome 3: Write performance management documents (e.g. job description, performance plan...)

- Assessment Plan
 - Assessment Tool: exercises
 - Assessment Date: Fall 2010
 - 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)
	2019	

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

# of students enrolled	# of students assessed
37	24

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 unassessed students did not complete the exercises. Eight of ten on-campus students, and sixteen of the online students completed the two exercises. The low participation rate among online students is surprising, but as with the two-part multiple-choice exam in outcome 1, many students simply couldn't be assessed because they only completed one or the other exercise.

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 assessed students represent the entire BMG 279 population. There were two sections of BMG 279 held during the 2019 Winter semester: one online and one on-campus.

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

Outcome #3 was based on two exercises administered via two assignments submitted via Blackboard in both modalities. The assignments were scored by instructors.

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 24 assessed students, 79% of the students scored 75% or higher on the assessment exam. The minimum standard of success for this assessment was 70% of students assessed would score 75% or higher. Outcome #3 is to "Write performance management documents."

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

The assessed students appeared to have satisfactory knowledge of their understanding of the basics of writing performance management documents. Unfortunately, the course site did not contain an embedded rubric for the instructors to measure different aspects of this assessment tool, and the two instructors who taught the assessed class sections left very little feedback in Blackboard for the students. Therefore, it's hard to interpret the scores entered for this assessment.

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.

As previously stated, it's hard to interpret the scores entered for this assessment. However, the exercises can be evaluated based on the posted instructions. The first – rewrite a job description – seems like a strong assessment tool. It provides students with a job description form to use in rewriting a job description of either a past job they've held or a future job they hope to obtain. This personalization promotes real-world application.

The second exercise – to write an employee performance plan – builds on the first exercise. The students use the job description they previously wrote to write various aspects of that employee's performance plan. Again, this seems like a relevant exercise. It's unfortunate that there was no embedded rubric with the assignment and not much in the way of feedback.

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.

The last assessment is unknown, and it would be largely irrelevant because it occurred before 2009, when the current master syllabus was created.

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?

The Blackboard course site was recently redesigned, but based on this assessment there is still much work to be done.

Regarding the assessment tools, the multiple-choice exam assessment is a good way to evaluate the students' overall knowledge. However, the case study and

assignments used to assess outcomes 2 and 3 were hard to analyze because the course site did not contain embedded rubrics. This resulted in scores but very little instructor feedback. Also, the case study was an open-ended question to students, not a true case study that asks students to evaluate a given scenario.

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

Fortunately, a new full-time management instructor will be hired next semester to lead this and other management courses. The new lead instructor will re-evaluate the course's assessment tools, which were devised 10 years ago.

This assessment report will be shared with the new instructor and business department colleagues will share their input about the where the course needs to go to meet the needs of current students.

4. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Fortunately, a new full-time management instructor will be hired next semester to lead this and other management courses. The new lead instructor will re-evaluate the course's assessment tools, which were devised 10 years ago.	Two of the assessment tools are unworkable because the course site contains no embedded rubrics. This results in little valuable feedback for students. The scoring is hard to interpret and thus measure for assessment purposes.	2021
Assessment Tool	The assessment tool for Outcome 1 should include more rigorous questions.	Upon further review of the questions used to assess this outcome, most questions were judged to be easy or medium. Harder questions would better gauge students' understanding of	2021

		the learning outcome.	
Assessment Tool	An actual case study should be used to assess Outcome 2.	The current assessment used an open-ended question instead of a true case study. A true case study would more accurately assess students' understanding application of the skills developed in this outcome.	2021
Other: Embedded rubric	Use an embedded rubric for the assignments used to assess Outcome 3.	While the two assignments used to assess this outcome are great tools to evaluate student understanding, the lack of an embedded rubric did not allow for specific feedback for students.	2021

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

No.

III. Attached Files

[BMG 279 assessment data](#)
[Outcome 1 Exam Questions Analysis](#)

Faculty/Preparer: Douglas Waters **Date:** 01/19/2020
Department Chair: Douglas Waters **Date:** 01/19/2020
Dean: Eva Samulski **Date:** 01/22/2020
Assessment Committee Chair: Shawn Deron **Date:** 03/02/2020