

Course Assessment Report  
Washtenaw Community College

Discipline	Course Number	Title
Business Management	160	BMG 160 11/01/2019- Principles of Sales
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Donna Rochester
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?

Yes

Fall 2013 and Winter 2013

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

There was one section in Winter 2013 semester and one section in Fall 2013 where a combined total of 42 students were enrolled and a combined total of 22 students completed the assessment. A total of 30 assessment questions were embedded in the comprehensive departmental exam. Of the two course outcomes, outcome one did not meet standard of success (standard was not indicated) while outcome 2 did meet the standard of success (standard nor number of assessment question not indicated).

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

It was suggested that additional class activities be implemented with regards to outcome two. It was also suggested that additional assessment questions to outcome one be embedded in the comprehensive departmental exam.

**II. Assessment Results per Student Learning Outcome**

Outcome 1: Identify and apply responsibilities and ethical behavior of a salesperson.

- Assessment Plan
  - Assessment Tool: comprehensive departmental exam

- Assessment Date: Winter 2008
- Course section(s)/other population: random selection of one section
- Number students to be assessed: 25
- 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, 2018	

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

# of students enrolled	# of students assessed
48	43

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 difference in the number of students enrolled and assessed is due to student withdrawal from the course.

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.

Both courses were on-campus sections and all students still enrolled were assessed at the time the exam was administered. Outcome one was assessed for 43 students using Exam 1 of three section exams.

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

The tool was a comprehensive exam on the first learning section in the course. Both Winter 2018 and Winter 2019 sections were administered the identical exam under the same time constraint and environment conditions. A paper exam was provided, and students used a Scantron answer template. All exams were scored automatically using the Scantron electronic scoring machine.

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.

<b>Met Standard of Success: <u>Yes</u></b>
100 percent of the students assessed in Winter 2018 scored 90 percent or higher on the assessment question embedded into Exam 1 (Questions 6, 16, 17, and 18) meeting the standard of 100 percent of students assessed scoring 70 percent or higher. 100 percent of the students assessed in Winter 2019 scored 80 percent or higher on Exam 1 (Questions 16, 17, and 18) meeting the standard of 100 percent of students assessed scoring 70 percent or higher.
However, the area of concern is with the Winter 2019 section Question 6 where the standard was not met. For Question 6, 77 percent of the students did not meet the standard. Conversely, W2018 recorded 100 percent of the students assessed scored 90 percent or higher on the same question (Q. 6).

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

The student assessment demonstrates strength in identifying proper business sales ethics. However, in one class section, the concept of trust and relationship outcome between business buyer and sales person requires improvement (W2019 Q. 6) with a low score of 33 percent.
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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.

Continuous improvement will include a reinforcement of trust and ethics in business sales in assignments and discussions.
The W2019 score indicates improvement can be made in both reinforcement of trust and ethics in business sales along with consideration to rephrase Question 6, as Question 16 mirrors the trust and relationship outcome between business buyer and sales person with the assessment score of 80%.

Outcome 2: Identify and apply the process of selling business to business.

- Assessment Plan
  - Assessment Tool: comprehensive departmental exam
  - Assessment Date: Winter 2008
  - Course section(s)/other population: random selection of one section
  - Number students to be assessed: 25

- 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)
	2018, 2019	

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

# of students enrolled	# of students assessed
48	43

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 difference in the number of students enrolled and assessed is due to student withdrawal from the course.

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.

Both sections were on-campus sections, and all students still enrolled were assessed at the time the exam was administered. Outcome two was assessed for 43 students from Exam 1 of three section exams.

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

The tool was a comprehensive exam on the first learning section in the course. Both Winter 2018 and Winter 2019 were administered the identical exam under the same time constraint and environment conditions. A paper exam was provided and students used a Scantron answer template. All exams were scored automatically using the Scantron electronic scoring machine.

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

100 percent of the students assessed in Winter 2018 scored 74 percent or higher on the assessment questions embedded into Exam 2 (Questions 9, 12, 13, 15, and 17) meeting the standard of 100 percent of students assessed scoring 70 percent or higher. 100 percent of the students assessed in Winter 2019 scored 77 percent or higher on Exam 2 (Questions 19, 12, 13, 15, and 17) meeting the standard of 100 percent of students assessed scoring 70 percent or higher.

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

The student assessment demonstrates strength in applying the sales process to business practices with the highest success in application to product knowledge and research.

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.

Continuous improvement will include reinforcement of the phases of the sales process with additional classroom activities to augment this learning outcome.

### 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 previous assessment indicated additional course activities and assessment questions to departmental exams. The current lead instructor took course responsibility in F2016. At this time, the instructor created all new class activities and new course exams.

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?

Since F2016, this course has placed an emphasis on professional sales in a business to business capacity opposed to retail sales settings. In this way, students' needs are met through demonstration and application of professional sales where career trajectory is higher and income possibilities are attainable.

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

The information from this course assessment will be shared with department faculty in regular department meetings, and the report will be posted with the assessment reports on the college website.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	Analysis of Exam 1, Question 6 regarding trust between professional sales person and business buyer.	The rationale for this analysis is in response to the Question 6 assessment score.	2020
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Add classroom activities to reinforce the phases of the sales process (Outcome 2).	Continuous improvement.	2020
Other: Assessment population	Change the assessment population from “random selection of one section” and “25” to “All sections” and “All students”.	To ensure the assessment population is an accurate reflection of all course sections.	2020
Other: Standard of success	Update the standard of success to move away from average scores – the exact standard will be identified in the master syllabus update.	Identifying the percentage of students who achieved a certain percentage on the exams instead of the class average will allow us to see students’ achievement in more detail.	2020

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

6.
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**III. Attached Files**

[BMG 160 Assessment Report Data](#)

**Faculty/Preparer:** Donna Rochester **Date:** 01/15/2020  
**Department Chair:** Douglas Waters **Date:** 01/16/2020  
**Dean:** Eva Samulski **Date:** 01/17/2020  
**Assessment Committee Chair:** Shawn Deron **Date:** 02/17/2020

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Business Management	160	BMG 160 03/13/2014- Principles of Sales
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Kimberly Hurns
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 apply responsibilities and ethical behavior of a salesperson.

- Assessment Plan
  - Assessment Tool: comprehensive departmental exam
  - Assessment Date: Winter 2008
  - Course section(s)/other population: random selection of one section
  - Number students to be assessed: 25
  - 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)
2013	2013	

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

# of students enrolled	# of students assessed
42	22

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.

All students who completed the course requirements took the final test/assessment. Only 12 completed the assesment from Winter 2013 and 10 from Fall 2013.

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.

There was one section of the course each semester and the assessment questions were included in the final test.

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

Thirty comprehensive questions were embedded into the final test which included a total of 50 questions. The 30 questions were used for assessment purposes.

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: No

There was only one question related to ethics and in both sections, the standard of success was not met.

Additional questions should be added to cover this outcome.

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

The question that was presented was well-written and a feasible question.

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.

Additional questions should be added to better evaluate this outcome and identify the shortcomings. Class exercises to evaluate situations and ethics should be added to the course.

Outcome 2: Identify and apply the process of selling business to business.

- Assessment Plan
  - Assessment Tool: comprehensive departmental exam
  - Assessment Date: Winter 2008
  - Course section(s)/other population: random selection of one section
  - Number students to be assessed: 25
  - 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)
2013	2013	

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

# of students enrolled	# of students assessed
42	22

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.

All students who successfully completed the course were prompted to complete the final test.

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 thirty questions for assessment were included in the final test for all students.

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

The questions were multiple choice.

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

Overall, the students did meet the standard of success based on the average percent of correct answers. But, there were some specific questions/concepts that should be evaluated for teaching. Some topics like proxemics need to be covered more thoroughly, there should be more review of higher order application of concepts like questions #6, #9, #18, #20 & #24. Questions that require more thought seem to get lower percentages (#18) than the lower level recall type questions about the same topic (#16 & #17).

Questions that scored low in one section but not the other section were assumed to be anomalies.

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

This is not an area that is covered well in the text, therefore worksheets and a workbook lesson was created that works very well in creating the context for the course and providing a better framework for students to learn the course objectives. Overall, the embedded assessment worked well.

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.

More framework should be added to the syllabus and class structure so students cannot skip the final test.

As noted, some topics need to be looked at in more detail regarding their coverage in class. Need to practice case/scenarios with students in class more to aid them in analyzing higher order scenarios and selling strategy.

### 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.

2.

3. 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 results of the ethics outcome were surprising. Additional questions need to be added for the ethics outcome. Also, additional cases and scenarios in class need to be used to increase practice of selling strategy and concept application.

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

The information will be reviewed with the department and changes will be made to the master syllabus after department feedback and committee approval.

5. Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Course Assignments	More cases/scenarios need to be added to the course to promote strategic selling practice. Cases should also be increased in the ethics unit.	Students struggled with the scenario and higher order thinking questions/application. The ethics outcome did not meet the standard.	2014

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

7.

### III. Attached Files

Detail Data Analysis

**Faculty/Preparer:** Kimberly Hurns **Date:** 09/03/2014  
**Department Chair:** Colette Young **Date:** 09/05/2014  
**Dean:** Kimberly Hurns **Date:** 09/12/2014  
**Assessment Committee Chair:** Michelle Garey **Date:** 10/16/2014