Discipline	Course Number	Title
Business Management	279	BMG 279 08/03/2024-Organizational Management
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Business
Faculty Preparer		Jennifer Maitland
Date of Last Filed Assessment Report		03/02/2020

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
>
> Yes, January 19, 2020, however the course was redesigned changing the assessment criteria. Goals were not established in Blackboard in the new course design, limiting data accessible for individual exam question analysis.

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

> Two sections of BMG 279 with 37 total enrolled students were assessed using three outcomes: a multiple-choice exam (31 participants), case study discussion (31 participants), and a two-part written exercise creating performance management documents (24 participants).
> Of the 31 assessed students in Outcome #1, 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.
> Of the 31 assessed students in Outcome #2, 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)."
> Of the 24 assessed students in Outcome #3, 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."

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

> Recommended to have embedded rubrics for assessment tools for Outcome 2 and 3 to be implemented in 2021.
> Recommended more rigorous questions on the exam assessment tool for Outcome 1 to be implemented in 2021.Recommended to create a true case study instead of an open-ended question for the assessment tool on Outcome 2 to be implemented in 2021.
> Course was completely redesigned.

II. Assessment Results per Student Learning Outcome

Outcome 1: Identify the foundations of human behavior in a variety of organizations.

- Assessment Plan
    - Assessment Tool: Outcome-related departmental exam questions
    - Assessment Date: Fall 2023
    - Course section(s)/other population: All
    - Number students to be assessed: All
    - How the assessment will be scored: Answer key
    - Standard of success to be used for this assessment: 75% of students scoring 70% or higher
    - Who will score and analyze the data: Department faculty

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)
2023, 2023, 2022	2024, 2023, 2022	2023, 2022

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

# of students enrolled	# of students assessed
366	346

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.

303 exam 1; 288 Case Study
The unassessed students did not complete the assessments. It is unclear if the students withdrew or did not complete the course. The missing data was not calculated in assessment results. Note: 14.19% of enrolled students did not complete the exam 1 assessment and 20.14% of enrolled students did not complete the case study 1 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.

All assessed students were from the entire BMG 279 population (346) for Winter 2022, SS 2022, Fall 2022, Winter 2023, SS 2023, Fall 2023, Winter 2024, and all were Distance Learning.

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 scored with the use of an answer key and a case study scored with the use of an embedded departmentally developed rubric. The case study requires students to assume the role of a CEO of a major producer of potato chips deciding on how to implement a new procedure across shifts and plants, reward a third shift supervisor and team for identifying a way to boost productivity, and establish the best mode for employee buy in for the new procedure.

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: <u>Yes</u>

Exam 1: Of the 303 students that were assessed for exam 1, 93.40% scored 70% or higher. Overall average score was 86.43%.
Case Study 1: Of the 288 students that were assessed for case study 1, 97.57% scored 70% or higher. Overall average score was 70.50/75.00 or 94%.
The minimum standard of success for these assessments was 75% of students assessed would score 70% or higher.
Outcome #1 is to "Build a foundation to understand human behavior in organizations."
The assessed exam and case study results support the success of outcome #1.

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

Assessed students demonstrated a thorough understanding of human behavior in organizations with average scores over 90% on the case study and over 80% on exam 1. The results not only illustrate a higher overall average score for both assessments, but also a high percentage of students scoring over 80% supporting knowledge acquisition and application. The case study allows students to consider how and why decisions are made by leadership as well as the reactions and perceptions of employees to these decisions.

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 the minimum standard of success for this assessment was achieved, further analysis of the individual exam questions would allow a clearer understanding of the results, pinpointing areas to focus improvement on learning material or question clarity. The updated course did not allow for this level of detail. Moving forward, individual exam questions will be available for analysis to ensure knowledge transfer to the students.

Outcome 2: Recognize and apply the concepts, processes, and practices related to guiding, leading, and managing individual behavior.

- Assessment Plan

    o Assessment Tool: Outcome-related departmental exam questions, discussions, cases, and journals

    o Assessment Date: Fall 2023

    o Course section(s)/other population: All

    o Number students to be assessed: All

    o How the assessment will be scored: Departmental exam: answer key
    Discussions, cases, and journals: rubric

    o Standard of success to be used for this assessment: 75% of students scoring 70% or higher

    o Who will score and analyze the data: Department faculty

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)
2023, 2023, 2022	2024, 2023, 2022	2023, 2022

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

# of students enrolled	# of students assessed
366	346

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.

301 Exam 2; 276 Journal 2
The unassessed students did not complete the assessments. It is unclear if the students withdrew or did not complete the course. The missing data was not calculated in assessment results. Note: 14.95% of enrolled students did not complete exam 2 and 25.36% of enrolled students did not complete the journal 2 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.

All assessed students were from the entire BMG 279 population (346) for Winter 2022, SS 2022, Fall 2022, Winter 2023, SS 2023, Fall 2023, Winter 2024, all were Distance Learning.

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

Outcome #2 was a multiple-choice exam scored with the use of an answer key and a journal scored with the use of an embedded departmentally developed rubric.

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
Outcome #2 is to recognize and apply the concepts, processes and practices related to guiding, leading, and managing individual behavior.
The minimum standard of success for this assessment was 75% of student assessed would score 70% or higher.
Exam 2: Of the 301 students that were assessed for exam 2, 92.69% scored 70% or higher. Overall average score was 85.03%.
Journal 2: Out of 276 students assessed, 96.01% scored above 70%. The average score was 72.47/75 or 96.62%.
The assessed results support the success of outcome #2.

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

> The above average scores on Outcome #2 across 19 sections and a variety of faculty, illustrate that the students had significant knowledge on the assignment guidelines, course concepts, and subject matter regarding guiding, leading, and managing individual behavior. The journal assessment provides students an opportunity to reflect upon unit learnings as well as self-assessments on work values and locus of control, further defining individual principles and motives. Recognizing how these concepts differ individually illustrates how students can lead and manage individual behavior.

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 the minimum standard of success for this assessment was achieved, further analysis of the individual exam questions would allow a clearer understanding of the results, pinpointing areas to focus improvement on learning material or question clarity. The updated course did not allow for this level of detail. Moving forward, individual exam questions will be available for analysis to ensure knowledge transfer to the students.

Outcome 3: Recognize and apply the concepts, processes, and practices related to guiding, leading, and managing group behavior.

- Assessment Plan
    - Assessment Tool: Outcome-related departmental exam questions, discussions, cases, and journals
    - Assessment Date: Fall 2023
    - Course section(s)/other population: All
    - Number students to be assessed: All
    - How the assessment will be scored: Departmental exam: Answer key Discussions, cases, and journals: rubric
    - Standard of success to be used for this assessment: 75% of students scoring 70% or higher
    - Who will score and analyze the data: Department faculty

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)
2023, 2023, 2022	2024, 2023, 2022	2023, 2022

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

# of students enrolled	# of students assessed
366	346

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.

299 Exam 3; 292 Discussion 3
The unassessed students did not complete the assessments. It is unclear if the students withdrew or did not complete the course. The missing data was not calculated in assessment results. Note: 15.72% of enrolled students did not complete exam 3 and 18.09% of enrolled students did not complete Discussion 3 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.

All assessed students were from the entire BMG 279 population (346) for Winter 2022, SS 2022, Fall 2022, Winter 2023, SS 2023, Fall 2023, Winter 2024, all were Distance Learning.

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

Outcome #3 was a multiple-choice exam scored with the use of an answer key and a discussion scored with the use of an embedded departmentally developed rubric.

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
Outcome #3 is to recognize and apply the concepts, processes and practices related to guiding, leading, and managing group behavior.
The minimum standard of success for this assessment was 75% of student assessed would score 70% or higher.
Exam 3: Of the 299 students that were assessed for exam 3, 89.63% scored 70% or higher. Overall average score was 85.08%.

> Discussion 3: Out of 293 students assessed, 95.56% scored above 70%. The average score was 94.79%.
> The assessed results support the success of outcome #3.

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

> The above average scores on Outcome #3 across 19 sections and a variety of faculty, illustrates that the students gained significant knowledge on the assignment guidelines, course concepts, and subject matter regarding guiding, leading, and managing group behavior. The discussion assessment provides students an opportunity to reflect on the unit learnings and literature research while identifying factors to consider when selecting project team members that will impact project success. This illustrates an understanding of vital, successful team components while leading and managing group behavior. The discussion format offers student to student learning.

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.

> Although 95.56% of students assessed scored over 70%, a 'real life' scenario could be introduced to improve understanding, performance, and practice for Outcome #3. Student analysis would be scored based on the implications of their decisions, providing a more definitive choice and strategic application, rather than subjective 'I think' responses. The rubric grades writing guidelines, not actual action choices.
> While the minimum standard of success for this assessment was achieved, further analysis of the individual exam questions would allow a clearer understanding of the results pinpointing areas to focus improvement on learning material or question clarity. The updated course did not allow for this level of detail.
> Moving forward, individual exam questions will be available for analysis to ensure knowledge transfer to the students.

Outcome 4: Recognize and explain the concepts, processes, and practices related to creating, managing, and leading effective organizations.

- Assessment Plan

    o Assessment Tool: Outcome-related departmental exam questions, discussions, cases, and journals

    o Assessment Date: Fall 2023

    o Course section(s)/other population: All

- o   Number students to be assessed: All

- o   How the assessment will be scored: Departmental exam: answer key
  Discussions, cases, and journals: rubric

- o   Standard of success to be used for this assessment: 75% of students scoring
  70% or higher

- o   Who will score and analyze the data: Department faculty

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)
2023, 2023, 2022	2024, 2023, 2022	2023, 2022

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

# of students enrolled	# of students assessed
366	346

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.

292 Exam 4; 259 Case Study 4 The unassessed students did not complete the assessments. It is unclear if the students withdrew or did not complete the course. The missing data was not calculated in assessment results. Note: 18.49% of enrolled students did not complete exam 4 and 33.59% of enrolled students did not complete Case Study 4 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.

All assessed students were from the entire BMG 279 population (346) for Winter 2022, SS 2022, Fall 2022, Winter 2023, SS 2023, Fall 2023, Winter 2024, all were Distance Learning.

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

Outcome #4 was a multiple-choice exam scored with the use of an answer key and a case study scored with the use of an embedded departmentally developed rubric.

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: <u>Yes</u>
Outcome #4 is to recognize and explain the concepts, processes and practices related to creating, managing, and leading effective organizations. The minimum standard of success for this assessment was 75% of students assessed would score 70% or higher. Exam 4: Of the 292 students that were assessed for exam 4, 92.47% scored 70% or higher. Overall average score was 87.04%. Case Study 4: Out of 259 students assessed, 98.84% scored above 70%. The average score was 72.55/75 or 96.73%. The assessed results support the success of outcome #4.

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

> The above average scores on Outcome #4 across 19 sections and a variety of faculty, illustrate that the students gained significant knowledge on the assignment guidelines, course concepts, and subject matter regarding creating, managing, and leading effective organizations. The case study assessment provides students an opportunity to apply the unit learnings and literature research while critically analyzing change management factors of a real-life organizational change involving a large-scale restaurant's revision of its tip structure. This illustrates an understanding of the levels and models of organizational change, as well as consideration of benefits and challenges experienced while implementing the change.

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 the minimum standard of success for this assessment was achieved, further analysis of the individual exam questions would allow a clearer understanding of the results pinpointing areas to focus improvement on learning material or question clarity. The updated course did not allow for this level of detail. Moving forward, individual exam questions will be available for analysis to ensure knowledge transfer to the students.

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.

> Since the course was updated since the previous assessment, the impact cannot be measured.

The previous assessment recommended changes to course rubrics, exam questions, and case study questions. These changes were not implemented because the course was redesigned.
It is apparent, through this assessment, that the updated course is effective in meeting and exceeding standards of success for all four updated outcomes.

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?

Recommendation #1 - The multiple-choice exam assessments are an efficient way to evaluate the overall knowledge gained in each unit. By analyzing all sections spanning over 7 semesters, we can identify trends, areas of improvement within the course, and potential instructor training needs.
The Goals Tool was not established in Blackboard when the course was redesigned, limiting the data analysis of individual questions. The alignment will be established in Canvas for all four exams to improve analysis moving forward, including a review of individual questions if observation of lower student success to ensure clarity and knowledge gain.
Recommendation #2 - Discussion 3 assignment should include a component for students to illustrate their choice through a real-life business example. The student analysis should be scored based upon the implication of their decision providing more of a definitive choice and strategic application, instead of "I think" subjective answers. The rubric grades writing guidelines, not actual action choices. Consequently, the analysis and grading are subjective. Students who scored less than 100% were due to lack of references, missing responses to other learners, or late submittal. This does not illustrate an understanding of the subject, only the ability to follow directions. Using scenarios with actual consequences of decisions will provide a more robust learning activity for the students and increase objectivity on grading.
Recommendation #3 - Update course materials and OER (Open Educational Resource) textbook. Some of the case studies in the text are becoming outdated and leading to loss of interest from the students.
It was pleasantly surprising to see the consistency of scores over 7 semesters, 20 assessments, and a multitude of instructors. It was also interesting to see that scores remained constant regardless of length of term (3, 4, 6, 7, 8, 15 weeks). There was one exception of a fall section (91517) that had several below average students throughout the term, however, this appears to be an exception to the norm.

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	Establish Goals Tool (or the alike) on all four exams in Canvas.	Allow for analysis of specific exam questions while connecting them to course goals and objectives. This will provide an opportunity to ensure objectives are met, each question is performed to expectations, and identify areas that may require more emphasis in the course.	2025
Assessment Tool	Update outcome #3 with a scenario with gradable choices and update rubric.	Provide students with an opportunity to apply critical thinking skills while obtaining feedback illustrating the consequences of the decision. Provide faculty increased objective grading criteria and feedback to share with students.	2025
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	Update OER	To remain current with industry trends, technology, and case studies while maintaining student interest and increasing applicable skills.	2025

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

Interestingly, substantially less students completed the journals and case studies compared to the discussions and exams in all four units (see attached data sheet under the 'totals' tab for specifics). While reviewing the data for case study 4, it appears that there were many students who dropped out of the course since there were 259 who completed the assessment, however, when comparing the timeline from the first assessment to the final assessment, the student count went from 306 to 292-a 21% difference! It could be argued it is because the exams and discussions are 100 points, and the journals and case studies are 75 points. I wonder what would happen if all were 100 points and/or if case studies and journals were labeled discussions? It would be interesting to assess student opinions on this.

III. Attached Files

BMG 279 Assessment Data
BMG 279 Assessment 2020
Course Assessment Report BMG 279

Faculty/Preparer:	Jennifer Maitland	**Date:** 08/03/2024
Department Chair:	Joyce Jenkins	**Date:** 08/04/2024
Dean:	Eva Samulski	**Date:** 08/04/2024
Assessment Committee Chair:	Jessica Hale	**Date:** 03/12/2025

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?

   Yes

   This course was previously assessed sometime before 2009, the year the current master syllabus was submitted.

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

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

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

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

II. Assessment Results per Student Learning Outcome

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

- Assessment Plan

    o Assessment Tool: multiple choice exam

    o Assessment Date: Fall 2010

    o Course section(s)/other population: all

    o Number students to be assessed: all

- o How the assessment will be scored:

- o Standard of success to be used for this assessment:

- o 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:

- o   Standard of success to be used for this assessment:

- o   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
    - o Assessment Tool: exercises
    - o Assessment Date: Fall 2010
    - o Course section(s)/other population: all
    - o Number students to be assessed: all
    - o How the assessment will be scored:
    - o Standard of success to be used for this assessment:
    - o 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 aplication 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