

**Course Assessment Report  
Washtenaw Community College**

Discipline	Course Number	Title
Business Management	273	BMG 273 04/28/2022- Managing Operations
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Business
Faculty Preparer		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  
  
Through Spring/Summer 2011.

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

The previous assessment report used a departmental test as the assessment tool, but did not include the question data used, or indicate which specific outcomes of the 5 outcomes listed on the master syllabus were addressed. There wasn't enough data offered for comparison or data to align with master syllabus outcomes.

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

The 2012 assessment report indicates a course material simulation to be added to "help students better understand some of the concepts and apply them better" without indicating what specific outcome(s) required a better understanding. It was also noted in the 2012 assessment report that departmental exam questions would be re-worded, yet this statement was not aligned to any specific outcome(s). And the third result was to "map curriculum to check for alignment" but there is no indication that this was executed, and the report did not indicate any specific outcome(s).

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

Outcome 1: Compare and contrast the roles of operations management and managing operations.

- Assessment Plan
  - Assessment Tool: Comprehensive Exam
  - Assessment Date: Winter 2015
  - Course section(s)/other population: All sections
  - Number students to be assessed: All students, all sections
  - How the assessment will be scored: Answer key and departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of the students will score 70% or higher.
  - Who will score and analyze the data: Instructor with department review.

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)
2021	2021	

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

# of students enrolled	# of students assessed
118	108

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.

Winter 2021 (W21) and Fall 2021 (F21) with a total of 6 sections over both terms.

Total Enrolled = 118 students across both terms and over 6 sections.

Total Assessed = 108 students across both terms and over 6 sections.

The difference between the 118 enrolled students and the assessment sample of 108 is due to 10 enrolled students that dropped the course or did not complete the exams.

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.

Six online course sections were selected for this assessment. The W21 and F21 terms offered only online course opportunities for BMG 273. No F2F day or evening or MM courses were offered. The same departmental exam was administered to all six course sections under the exact same time and resource conditions.

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

The same departmental exam was administered to students in all six sections over W21 and F21 semesters and was computer scored. This outcome was assessed with three specific questions from the Unit 1 Exam. The three questions were randomly numbered.

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

The three assessment questions selected for outcome 1 were randomly answered in 47 attempts. Students were randomly presented the assessment questions selected by the computer. 100% of students scored 80% or better. The goal was 70% of all students achieve 70% or better.

Overall, 41/47 attempts (87%) were correct.

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

The outcome on the master syllabus required a revision to pinpoint the application of the role of operations management. The assessment outcome focus was simplified and then assessed in three author-written questions that tested that application. The revised outcome now reads: Apply the role of operations management.

Of the 47 attempts assessed, the success standard was achieved. However, across all sections, 6 attempts (13%) were incorrect. In review of the six sections over two semesters, there were three different instructors. Further analysis revealed that all courses being taught online indicate a close distribution of incorrect responses which leads to the proposed analysis of the online course content to determine proper presentation of the operations management role.

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.

Students assessed met the standard of success, but there is currently an ongoing action plan for continuous improvement to be administered during the F22 semester with a new open education resource (OER) textbook and a redesign of the course to fit the OER for all sections of the course. Further, the master syllabus outcomes will be revised to reflect the course principles and an assessment outcome with a specific measure.

Outcome 2: Review a business operation to evaluate and communicate the processes, measures, and goals that drive the profitability of the business.

- Assessment Plan
  - Assessment Tool: Comprehensive Exam
  - Assessment Date: Winter 2015
  - Course section(s)/other population: All students, all sections
  - Number students to be assessed: All students, all sections
  - How the assessment will be scored: Answer key and departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of the students will score 70% or greater.
  - Who will score and analyze the data: Instructor with department review.

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)
2021	2021	

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

# of students enrolled	# of students assessed
118	108

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.

W21 and F21 with a total of 6 sections in both terms.

Total Enrolled = 118 students across both terms and over 6 sections.

Total Assessed = 108 students across both terms and over 6 sections.

The difference between the 118 enrolled students and the assessment sample of 108 is due to 10 enrolled students that dropped the course or did not complete the exams.

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.

Six online course sections were selected for this assessment. The W21 and F21 terms offered only online course opportunities for BMG 273. No F2F day or evening, or MM courses were offered. The same departmental exam was administered to all six course sections under the exact same time and resource conditions.

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

The same departmental exam was administered to students in all six sections over W21 and F21 semesters and was computer scored. This outcome was assessed with four specific questions from the Unit 2 Exam. The four questions were randomly numbered for each exam.

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

The four assessment questions selected for outcome 2 were randomly answered in 155 attempts. Students were randomly presented the assessment questions selected by the computer. 100% of students scored 70% or better. The goal was 70% of all students achieve 70% or better.

Overall, 139/155 attempts (90%) were correct.

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

The outcome on the master syllabus required a revision to pinpoint the evaluation of the processes that drive profitability. The assessment outcome focus was simplified and then assessed in four author-written questions which tested profit processes. The revised outcome now reads: Evaluate operations processes that drive profitability.

Of the 155 answered questions assessed, the success standard was achieved. However, across all sections, 16 attempts (10%) were incorrect. In review of the six sections over two semesters, there were three different instructors. Further analysis revealed that all courses being taught online indicate a close distribution of incorrect responses which leads to the proposed analysis of the online course content to determine proper presentation of the profit driven processes.

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.

Students assessed met the standard of success, but there is currently an ongoing action plan for continuous improvement to be administered during the F22 semester with a new open education resource (OER) textbook and a redesign of the course to fit the OER for all sections of the course. Further, the master syllabus outcomes will be revised to reflect the course principles and an assessment outcome with a specific measure.

Outcome 3: Critically evaluate as well as make and communicate decisions relating to profits, people (productivity) and the product (processes).

- Assessment Plan
  - Assessment Tool: Comprehensive Exam
  - Assessment Date: Winter 2015
  - Course section(s)/other population: All students, all sections
  - Number students to be assessed: All students, all sections
  - How the assessment will be scored: Answer key and departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of the students will score 70% or greater.
  - Who will score and analyze the data: Instructor with department review.
- 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)
2021	2021	

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

# of students enrolled	# of students assessed
118	0

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.

n/a
This outcome will be eliminated from the master syllabus since it is improperly designed with four measurements and three actions for one outcome (i.e. evaluate, make decisions, communicate decisions, profits, people, process).

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.

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

n/a
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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>No</u>
n/a

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

n/a
Not assessed.

This outcome will be eliminated from the master syllabus since it is improperly designed with four measurements and three actions for one outcome.

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.

n/a

Outcome 4: Quantify decisions in terms of cost relating to scheduling, budgeting, cost control, cost cutting, profit maximization and customer service.

- Assessment Plan
  - Assessment Tool: Comprehensive Exam
  - Assessment Date: Winter 2015
  - Course section(s)/other population: All students, all sections
  - Number students to be assessed: All students, all sections
  - How the assessment will be scored: Answer key and departmentally-developed rubric.
  - Standard of success to be used for this assessment: 70% of the students will score 70% or greater.
  - Who will score and analyze the data: Instructor with department review.

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)
2021	2021	

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

# of students enrolled	# of students assessed
118	108

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.

W21 and F21 with a total of 6 sections in both terms.



Total Enrolled = 118 students across both terms and over 6 sections.

Total Assessed = 108 students across both terms and over 6 sections.

The difference between the 118 enrolled students and the assessment sample of 108 is due to 10 enrolled students that dropped the course or did not complete the exams.

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.

Six online course sections were selected for this assessment. The W21 and F21 terms offered only online course opportunities for BMG 273. No F2F day or evening or MM courses were offered. The same departmental exam was administered to all six course sections under the exact same time and resource conditions.

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

The same departmental exam was administered to students in all six sections over W21 and F21 semesters and was computer scored. This outcome was assessed with three specific questions from the Unit 3 Exam. The three questions were randomly numbered for each exam.

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

The three assessment questions selected for outcome 4 were randomly answered in 106 attempts. Students were randomly presented the assessment questions selected by the computer. 100% of students scored 85% or better. The goal was 70% of all students achieve 70% or better.

Overall, 92/106 attempts (87%) were correct.

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

The outcome on the master syllabus required a revision to pinpoint the identification of decisions related to process measures. The assessment outcome focus was simplified and then assessed in three author-written questions that tested

that identification. The revised outcome now reads: Identify decisions related to process measures.

Of the 106 answered questions assessed, the success standard was achieved. However, 14 attempts (13%) were incorrect. In review of the 6 sections over two semesters, there were three different instructors. Further analysis revealed that all courses being taught online indicate a close distribution of incorrect responses which leads to the proposed analysis of the online course content to determine proper presentation of the operations management role.

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.

Students assessed met the standard of success, but there is currently an ongoing action plan for continuous improvement to be administered during the F22 semester with a new open education resource (OER) textbook and a redesign of the course to fit the OER for all sections of the course. Further, the master syllabus outcomes will be revised to reflect the course principles and an assessment outcome with a specific measure.

Outcome 5: Identify potential profit opportunities and quantify their contribution to profits.

- Assessment Plan
    - Assessment Tool: Comprehensive Exam
    - Assessment Date: Winter 2015
    - Course section(s)/other population: All students, all sections
    - Number students to be assessed: All students, all sections
    - How the assessment will be scored: Answer key and departmentally-developed rubric.
    - Standard of success to be used for this assessment: 70% of the students will score 70% or greater.
    - Who will score and analyze the data: Instructor with department review.
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)
2021	2021	

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

# of students enrolled	# of students assessed
118	0

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.

n/a  This outcome will be eliminated from the master syllabus since it is improperly designed with profit measurement and profits quantified. Profits as a principle in the course are tacitly assumed by continuous improvement but there is no specific profit quantitative analysis in the course.
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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.

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

n/a
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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>No</u>
n/a

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

n/a not assessed  This outcome will be eliminated from the master syllabus since it is improperly designed with profit measurement and profits quantified. Profits as a principle in the course are assumed by continuous improvement but there is no specific profit quantitative analysis.
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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.

n/a

### 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 report's intended change implementation is not known as the course was taught by part-time instructors with multiple full time faculty change responsibilities and textbook changes until 2019 when new instructor lead was appointed in the interim as new full-time instructor (TBD) is to become the faculty lead commencing F22. In the meantime, there is currently an ongoing action plan for continuous improvement to be administered with F22 semester with a new open education resource (OER) textbook and a redesign of the course to fit the OER for all sections of the course. Further, it is suggested that the master syllabus outcomes be revised to reflect the course principles and an assessment outcome with a specific measure.

It is suggested that the course re-design have Blackboard goal alignment tool applied to all assessment items in the course.

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?

As the interim lead instructor, many students have voiced dissatisfaction on course content and degree of rigor in math problems without a college level math registration requirement or a math prerequisite. In assessing the course, the student's dissatisfaction concerns are inconsistent with the assessment success rate. Therefore, the course can be considered to meet student needs.

I was surprised the master syllabus outcomes were inadequate in assessing specific course principles and lacking specific measures.

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

This assessment report will be shared via departmental email as summer break does not allow for department meetings.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: All of the above	There is currently an ongoing action plan for continuous improvement to be administered with F22 semester with a new open education resource (OER) textbook and a redesign of the course to fit the OER for all sections of the course. Further, it is suggested that the master syllabus outcomes be revised to reflect the course principles and an assessment outcome with a specific measure.	1. Outdated Textbook - requires replacement for W23 2. College and business department OER Goals 3. All intended changes (above) due to OER and course redesign. 4. Master Syllabus - outcome language	2022

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

The course was assessed based on the revised outcome statements. The master syllabus will be revised with this assessment to reflect the outcome revisions required.

**III. Attached Files**

[BMG 273 Assessment Data](#)

**Faculty/Preparer:** Donna Rochester **Date:** 05/10/2022  
**Department Chair:** Douglas Waters **Date:** 06/21/2022  
**Dean:** Eva Samulski **Date:** 06/22/2022  
**Assessment Committee Chair:** Shawn Deron **Date:** 08/31/2022

**COURSE ASSESSMENT REPORT**

**I. Background Information**

1. Course assessed:  
 Course Discipline Code and Number: BMG273  
 Course Title: Managing Operations  
 Division/Department Codes: 13200 (BUSN)
  
2. Semester assessment was conducted (check one):  
 Fall 2010  
 Winter 2011  
 Spring/Summer 2011
  
3. Assessment tool(s) used: check all that apply.  
 Portfolio  
 Standardized test  
 Other external certification/licensure exam (specify):  
 Survey  
 Prompt  
 Departmental exam  
 Capstone experience (specify):  
 Other (specify):
  
4. Have these tools been used before?  
 Yes  
 No

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.  
  
 Fall 2010 – 16    Winter 2011 – 17    Spring/Summer 2011 - 21    Total:54    All students who completed the course each semester were assessed.

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

**II. Results**

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

N/A

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.)*
  - a) Students will understand the role and the difference of operations management and managing operations from the view of a supervisor.
  - b) Students will be able to review a business unit to evaluate and communicate the processes, measures, and goals that drive the profitability of the business.
  - c) Students will be able to think critically as well as make and communicate decisions relating to profits, people (productivity) and the product (processes).
  - d) Students will be able to quantify decisions in terms of cost relating to scheduling, budgeting, cost control, cost cutting, profit maximization and customer service.

**COURSE ASSESSMENT REPORT**

- e) Students will be able to identify potential profit opportunities and quantify their contribution to profits.
- 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.)*

No standard of success had been defined. There was not a detailed assessment plan outlined with success measures. For the purpose of this assessment; a total average score of 70% is successful along with an item average of 65% or greater.

- 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.***

The assessment tool is an embedded departmental final. Five questions are multiple choice and the other five (6-10) are short answer on a scale of 1-10. The test averages in this class are usually low as students find the class very challenging.

<i>Test Average</i>	36%	42%	56%
<b><u>Question</u></b>	<b><u>F10</u></b>	<b><u>W11</u></b>	<b><u>SP/SU 11</u></b>
1	66%	55%	65%
2	26%	35%	50%
3	33%	35%	60%
4	33%	25%	65%
5	93%	95%	90%
6	6.33	6.25	7.3
7	6.46	6.8	9.75
8	2.6	6	5.25
9	9	8.75	9.35
10	9.13	8.1	9

- 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:** In W11 an online simulation was added to the course that seems to help students better understand some of the concepts and apply them better. The overall average is increasing and questions 2, 4, 7 & 9 have improved. And, these are higher level questions.

Question #5 has a very good percentage response and it is a higher level evaluative question.

**Weaknesses:** There was low performance on many questions, is this satisfactory?

**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.)*
  - Question #10 is too open ended (although it performed well).
  - The wording and focus on the questions need to be re-evaluated.
  - Map curriculum to check for alignment.
  - Use simulation as examples for questions. The questions range in business examples and the context may be getting in the way of the course content.
  
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.  1<sup>st</sup> Day Handouts  
Change/rationale:
  
  - e.  Course assignments  
Change/rationale:
  
  - f.  Course materials (check all that apply)
    - Textbook
    - Handouts
    - Other:
  
  - g.  Instructional methods  
Change/rationale:
  
  - h.  Individual lessons & activities  
Change/rationale:
  
3. What is the timeline for implementing these actions? Fall 2012

**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.
 

*effectiveness was performed*

The assessment tool performed average. While changes have been made to the course to address student learning; the questions on the instrument need to be addressed. Questions need to be evaluated for course alignment and clarity. The course material requires students to integrate concepts and bring together material from multiple resources. The company scenarios on the instrument should be adjusted to use more familiar examples including the simulation as a source of questions.
  
2. If the assessment tools were not effective, describe the changes that will be made for future assessments.
 

Questions will be changed and re-written.
  
3. Which outcomes from the master syllabus have been addressed in this report?
 

All   X   Selected \_\_\_\_\_

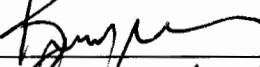
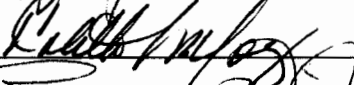
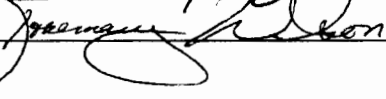
If "All", provide the report date for the next full review:   2015



**COURSE ASSESSMENT REPORT**

If "Selected", provide the report date for remaining outcomes: \_\_\_\_\_.

**Submitted by:**

Print: <u>Kimberly Hurns</u> Faculty/Preparer	Signature: <u></u>	Date: <u>2/9/2012</u>
Print: <u>Colette Young</u> Department Chair	Signature: <u></u>	Date: <u>2/9/12</u>
Print: <u>Rosemary Wilson</u> Dean/Administrator	Signature: <u></u>	Date: <u>2/10/12</u>