Discipline	Course Number	Title
Business Management	140	BMG 140 01/18/2024-Introduction to Business
College	Division	Department
Business and Computer Technologies	Business and Computer Technologies	Business
Faculty Preparer		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 Winter 2011

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

Based on the 2011 assessment, the previous lead instructor implemented changes to teaching strategies, such as increasing communication among instructors about supplemental content not covered in the previous textbook. She gave the current lead instructor a file of lesson plan ideas, which became the foundation for shared lesson plans. These have been expanded upon over time and are accessible to all BMG 140 instructors via an instructional resources file in the course site.

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

An open-educational-textbook was adopted in 2018, and the course site was redeveloped that same year, making the course more affordable and interactive for students. Some highlights: A team of BMG 140 instructors contributed new lecture videos introducing the six course units; a new animated video series was added to introduce networking and career-exploration topics; and a new career-exploration report was added to specifically teach and assess the course's third learning outcome.

II. Assessment Results per Student Learning Outcome

Outcome 1: Recognize how businesses are formed, how they operate and how they serve their stakeholders.

- Assessment Plan

  - Assessment Tool: Department exam

  - Assessment Date: Fall 2021

  - Course section(s)/other population: A random sample of a minimum of 40% of all students

  - Number students to be assessed: All

  - How the assessment will be scored: Answer key

  - Standard of success to be used for this assessment: 70% of students will score 70% or higher

  - Who will score and analyze the data: Departmental 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)
2024		

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

# of students enrolled	# of students assessed
248	234

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.

Most students were assessed. The few exceptions were due to withdrawals or not completing the exam.

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 on-campus and distance-learning (DL) students who completed the assessment tool were assessed. There were no mixed-mode (MM) class sections.

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

A computer-scored departmental quiz was used.

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>
Overall, 89% (208/234) of the students scored 70% or higher on this outcome, which is well above the target. Both on-campus and online students exceeded the target, with online students performing better. Percent of students scoring 70% or better: Total 89% On-campus 85% Online 92%

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

On-campus and DL students exceeded this outcome's target. This outcome covers two dense chapters, so it is encouraging that students are diligently studying the material and completing practice quizzes to prepare for the 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.

This area is a strength. It is covered at length by two chapters of reading, as well as a lecture video, a supplemental article about careers in business, and an interactive learning activity. To improve comprehension in this area, another supplemental article could be added to summarize business formation options.

Outcome 2: Identify the functions of business and how they work together to meet organizational goals.

- Assessment Plan
    - Assessment Tool: Department exam
    - Assessment Date: Fall 2021
    - Course section(s)/other population: A random sample of a minimum of 40% of all students
    - Number students to be assessed: All

- o How the assessment will be scored: Answer key

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

- o Who will score and analyze the data: Departmental 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)
2024		

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

# of students enrolled	# of students assessed
248	232

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.

Most students were assessed. The few exceptions were due to withdrawals or not completing the exam.

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 on-campus and distance-learning (DL) students who completed the assessment tool were assessed. There were no mixed-mode (MM) class sections.

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

A computer-scored departmental quiz was used.

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, 87% (201/232) of the students scored 70% or higher on this outcome, which is well above the target. Both on-campus and online students exceeded the target, with online students performing better.

> Percent of students scoring 70% or better:
>
> Total 87%
> On-campus 83%
> Online 90%

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

> On-campus and DL students exceeded this outcome's target. This outcome covers two dense chapters, so it is encouraging that students are diligently studying the material and completing practice quizzes to prepare for the 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.

> This area is a strength. It is covered at length by two chapters of reading pertaining to functions of business as well as other coverage throughout the textbook, including three lecture videos exploring different functions of business, an interactive learning activity about a function of business, and a discussion board in which students research a Fortune 500 company's products/services and organizational culture. To improve comprehension in this area, another supplemental article could be added to summarize the functions of business.

Outcome 3: Recognize different careers associated with each functional area of business.

- Assessment Plan
    - Assessment Tool: Department exam
    - Assessment Date: Fall 2021
    - Course section(s)/other population: A random sample of a minimum of 40% of all students
    - Number students to be assessed: All
    - How the assessment will be scored: Answer key
    - Standard of success to be used for this assessment: 70% of students will score 70% or higher
    - Who will score and analyze the data: Departmental 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)
2024		

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

# of students enrolled	# of students assessed
248	228

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.

Most students were assessed. The few exceptions were due to withdrawals or not completing the exam.

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 master syllabus assessment tool indicates a departmental exam, which was how this learning outcome was assessed in 2012. In 2018, however, the course site was redeveloped and now includes a Career Exploration Report that was designed to assess this learning outcome. The master syllabus will be updated accordingly.

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

An instructor-scored departmental report was used.

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, 78% (177/228) of the students scored 70% or higher on this outcome, which is well above the target. Online students exceeded the target and on-campus students barely hit the target.

Percent of students scoring 70% or better:

Total 78%
On-campus 70%
Online 84%

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

> This area appears to be a strength but has room for improvement. Online students exceeded this outcome's target while on-campus students barely met the target. An instructor-scored career exploration report score is utilized to measure this outcome. Through the report, students research different careers associated with each functional area of business and dig into careers that are of particular interest to them.

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.

> To improve comprehension in this area, a supplemental article or video could be added that compares different business careers. Also, the career exploration report could be condensed because it is wide-ranging and touches on additional topics outside the scope of the assessment. The other topics, such as individualized career planning, could be addressed in a separate report or worksheet.

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.

> As discussed, the previous lead instructor implemented changes to teaching strategies and communication among instructors. No data-specific improvements to student learning could be observed, but her focus on career exploration and shared lesson planning laid the foundation for the course site's redevelopment several years later. The course site now features shared instructor resources and more emphasis on career exploration, the subject of the third learning outcome.

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 course is functioning well. The vast majority of students, excluding those who are non-participatory, are at least earning within the B range on unit quizzes. The OER textbook is popular with students, not only because it is free but also because its authors do an excellent job translating business concepts into ordinary language. The practice quizzes have proven very helpful in reinforcing course concepts and preparing students for unit quizzes.
>
> It is evident that the Career Exploration Report, which is the course's centerpiece, needs to be more narrowly tailored to fit the third learning outcome. Also, on-

campus students need to be assigned the same supplemental articles and videos pertaining to this outcome as their online counterparts, rather than relying on instructor guidance, which inevitably varies. In this way, all students -- regardless of modality -- will be able to access the same effective study tools.

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

The information will be shared with department colleagues shortly after submitting this report.

4.

Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Assessment Tool	The master syllabus will be updated to reflect that an instructor-scored report is now being used to assess the third learning outcome rather than a departmental exam.	The rationale for this change is to fix a discrepancy in the master syllabus, which stems from an oversight made during the course site's redevelopment process.	2025
Course Materials (e.g. textbooks, handouts, on-line ancillaries)	As noted in the outcome analysis sections, two supplemental articles will be added to the course site.	The rationale for this change is to provide students with concise fact-sheet-style articles that summarize content pertaining to the first and second learning outcomes. Because the content is covered in so many other ways -- e.g., video lectures and readings -- these articles can tie everything together.	2025

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

6.

III. Attached Files

[BMG 140 Assessment Data](#)
[BMG 140 Assessment Files](#)

Faculty/Preparer:	Douglas Waters	**Date:** 03/12/2025
Department Chair:	Joyce Jenkins	**Date:** 03/12/2025
Dean:	Eva Samulski	**Date:** 03/13/2025
Assessment Committee Chair:	Jessica Hale	**Date:** 10/09/2025

COURSE ASSESSMENT REPORT

I. Background Information
1. Course assessed:
    Course Discipline Code and Number: **BMG140**
    Course Title: **Introduction to Business**
    Division/Department Codes: **BCT Division, Business (BUSD) Dept. 13200**

2. Semester assessment was conducted (check one):
    ☐ Fall 20__
    ☒ **Winter 2011**
    ☐ Spring/Summer 20__

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.

    No, the tool has not been altered since the last administration.

5. Indicate the number of students assessed and the total number of students enrolled in the course. ✔

    110 students were assessed. 6 sections, including 1 DL.

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

    Sections were included based on the ability for part-time instructors to participate and include the exam in their schedule. All PT and FT instructors were asked. The one FT instructor participated and four PT instructors participated.

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

No changes were made from the last assessment. Instructors were very pleased with the tool and the outcome. Changes have been made to teaching strategies (not related to previous assessment). These changes will be discussed in the strengths/weaknesses section.

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. **Recognize how businesses are formed, how they operate and how they serve their stakeholders.**
    b. **Identify the functions of business and how they work together to meet organizational goals.**
    c. **Recognize different careers associated with each functional area of business.**

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.)*
    a. **70% of all students will earn 70% or higher total score. (all outcomes)**

logged 12/16/11 Sf ✓

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.*

INCLUDED

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: Students performed consistently well on most basic definition questions.

   Weaknesses: Overall, the performance did not meet the standard and many individual questions/concepts were below average.

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.)*

   Increase communication among instructors about content focus and supplement content that is not currently covered in current book. We recently created a binder with resources for all instructors teaching this course because the instructors change often and there are a large number of part-timers. We need to create a one-page document highlighting topics from the master syllabus as well as those that are not covered in new text. These topics are still important to the course and are included on the master syllabus (i.e. personal finance and credit management). *The course is taught by more part-timers than in the past because of retirements.*

   The department has been focusing more on student-centered learning and teaching strategies that engage students in real-world scenarios. While these are great strategies, we need to make sure that they are all executed in a way that continues to review/integrate terms and connect them through application. There have also been a dramatic change in the demographics and preparedness of students because of economic shifts. We need to make sure that quiz questions and assignments include higher order questions consistently throughout the semester and reflections/connections of activities. Finally, we need to review the wording and structure of the tool as the book has changed and the approach of the assessment tool may not match the way the terms and ideas are presented. A review of the assessment tool will take place with a group of instructors currently teaching the course.

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. ☐ 1st Day Handouts
      Change/rationale:

   e. ☐ Course assignments
      Change/rationale:

COURSE ASSESSMENT REPORT

      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? **Winter 2012 and 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.

     The tool will be reviewed and adjusted for terms and consistency.

2.   If the assessment tools were not effective, describe the changes that will be made for future assessments.

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: _____.   ✗

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

Submitted by:

Print: Kimberly Hurns   Signature _____   Date: 12/11/11
    Faculty/Preparer

Print: Colette Young   Signature _____   Date 12/11/11
    Department Chair

Print: Rosemary Wilson   Signature _____   Date: 12/13/11
    Dean/Administrator

COURSE ASSESSMENT REPORT

I. Background Information

1. Course assessed:
    Course Discipline Code and Number: BMG 140
    Course Title: Introduction to Business
    Division/Department Codes: BCT/BusD

2. Semester assessment was conducted (check one):
    ☒ Fall 2006_
    ☐ Winter 20_
    ☐ Spring/Summer 20__

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/total number of students enrolled in the course.
    168 students tested in 11 of 12 sections. Enrollments as of the WCC Sept. 2006 drop/add date had been 302.

6. Describe how students were selected for the assessment.
    All in Sections 1-11, & DL1 & DL2. Sec. 1,4,5,6,8,9,10 paper test. Sec. 2,3,7, DL1 & DL2 on Blackboard.
    Did not assess Section 11C (Milan Prison)

II. Results

1. Briefly describe the changes that were implemented in the course as a result of the previous assessment.
    None. This is the first assessment done under current structures.

2. State each outcome (verbatim) from the master syllabus for the course that was assessed.
    1. Understand business formation, operation, and stakeholders. 2. Use business terms and concepts well.

3. Briefly describe assessment results based on data collected during the course assessment, demonstrating the extent to which students are achieving each of the learning outcomes listed above. *Please attach a summary of the data collected. Departmental multiple choice test designed by 3 FT faculty—CB,JF,KH.*
    Sec. 1= 59%; 2,3,7 & DL1&2 average = 73%; 4= 73%; 5=66%; 6=75%; 8=75%; 9=75%; 10C=65%

4. For each outcome assessed, indicate the standard of success used, and the percentage of students who achieved that level of success. *Please attach the rubric/scoring guide used for the assessment.*
    Test scores for the 11 sections averaged 70% pers section; test scores averaged 71% per student..

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
    Strengths: Scores averaged 71%, well above a passing grade for this Introduction to Business course.

    Weaknesses: Part-time sections need more support. They averaged 62%

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.
   Continued emphasis on student knowledge of core materials. More support for part-timers.

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. ☐ 1st Day Handouts
      Change/rationale:

   e. ☒ Course assignments
      Change/rationale: More support for part-timers. Greater sharing among faculty.

   f. ☒ Course materials (check all that apply)
      ☐ Textbook
      ☒ Handouts
      ☐ Other: More support for part-timers. Greater sharing among faculty.

   g. ☐ Instructional methods
      Change/rationale:

   h. ☐ Individual lessons & activities
      Change/rationale:

3. What is the timeline for implementing these actions? Fall 2007 to Winter 2008.

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.

2. If the assessment tools were not effective, describe the changes that will be made for future assessments.

3. Which outcomes from the master syllabus have been addressed in this report?
   All _____   Selected _____
   If "All", provide the report date for the next full review: Fall 2009 _____ .

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

Submitted by:

Name: _WiLLiAM GRiMES / William Grimes_   Date: ___1/22/07___
    Print/Signature

Department Chair: _STeveN ENNes / Steven Ennes_   Date: ___1/22/07___
    Print/Signature

Dean: _____   Date: _3/8/07_
    Print/Signature

Please return completed form to the Office of Curriculum & Assessment, SC 247.   **2 of 3**
Approved by the Assessment Committee 10/10/06