

**Departmental/Program Assessment Report Form 2015-16**

Assessment reports will be completed through Qualtrics to make it easier to share and compile data across campus. The reporting questions will be similar to the questions used in the past, but with some additional detail requested in some areas to help us in collecting and analyzing college and institution-wide data on assessment practices. Your assessment reports will be maintained on file electronically on a password secure site (SharePoint). Other individuals on campus will have access to your reports.

**Please complete one Assessment report per learning outcome that you are reporting on.**

Name Please identify your department or program and the name of your assessment liaison:

Department/Program: **CBEC/Business Management**

Assessment Liaison: Dr. Michele Gee

Instructor: Dr. Suresh Chalasani

Q1. What learning outcome did you assess for this report? (Reminder - if you assessed multiple learning outcomes this academic year, you should complete a separate report for each outcome.)

**PLLG 4:** Understand project management principles and apply these principles to a practical situation.

Q2. Which of the institution-wide shared learning goals does this outcome connect to?

- Communication (1)
- \* **Reasoned Judgment** (2)
- Social and Personal Responsibility (3)

Q3 3. What assessment tool(s) or method(s) did you utilize? (Check all that apply)

- Survey (1)
- Standardized exam (2)
- Exam from a course or courses (3)
- \* **Assignment from a course or courses** (4)
- Student portfolios (5)
- Direct observation of student work or performance (6)
- Other (7)

Q4 4. What type of measurement did you utilize?

- \* **Direct (asking students to demonstrate their learning)** (1)
- Indirect (asking students to self-report their perceived level of learning) (2)
- A combination of the above (3)

Q5 5. What type of methodology did you use?

- Qualitative (1)
- \* **Quantitative** (2)
- A combination of the above (3)

Q6 6. What type of course delivery methods did you use to collect your data? If your assessment project is course-based, please identify the course delivery method.

- \* **Face to face** (1)
- Online (2)
- Hybrid (3)
- Flex Option (Competency Based)
- A combination of the above (4)
- Other: Please Specify: \_\_\_\_\_

Q7 7. What was the process of analysis? How did you involve your department in the process of analysis? (100 words)

Students were given an assignment with two questions in MIS 320 (See Appendix 1 for the complete assignment). The first question asked students to consider a hypothetical project with tasks and their durations; for this project students need to apply concepts they learned in the class, construct a network diagram, compute the earliest and latest times, find the critical path, and arrive at slacks. For the second question, students need to consider a practical scenario and construct a project plan for the project; the project plan can be depicted through the work breakdown structure (WBS). To construct WBS, students need to arrive at the tasks for the project, their dependencies, durations, and various dates. Further, students are required to use a specific tool Microsoft Project to construct WBS. Student performance was evaluated using a rubric (Appendix 2 presents the rubric for this assignment) with three dimensions: Construction of Project Network Diagram, Critical Path Analysis, and Project Plan. The instructor scored the

assignments and assigned students into different categories: Exemplary, Satisfactory, Unsatisfactory.

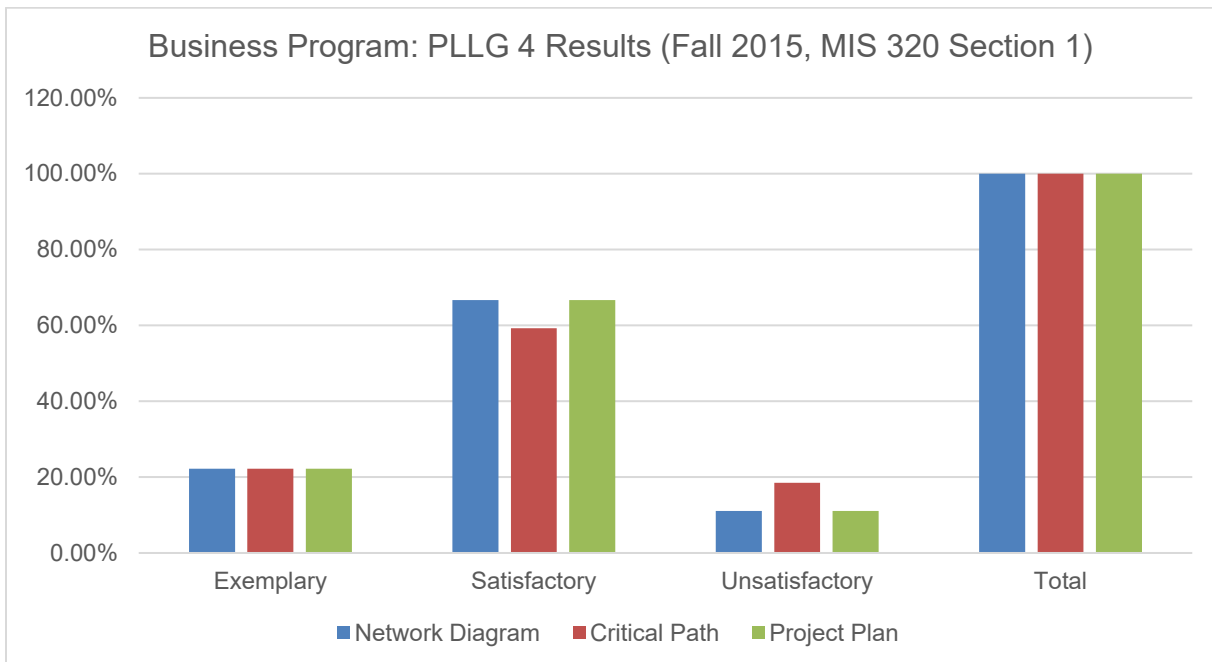
Q8 8. What were the results of this analysis? (250 words)

In all, 27 students submitted the assignment. The following tables present the numbers and percentages of students in each category. The results for each student are presented in Appendix 3.

	Exemplary	Satisfactory	Unsatisfactory	Total
<b>Network Diagram</b>	6	18	3	27
<b>Critical Path</b>	6	16	5	27
<b>Project Plan</b>	6	18	3	27

	Exemplary	Satisfactory	Unsatisfactory	Total
<b>Network Diagram</b>	22.22%	66.67%	11.11%	100.00%
<b>Critical Path</b>	22.22%	59.26%	18.52%	100.00%
<b>Project Plan</b>	22.22%	66.67%	11.11%	100.00%

The following chart graphically depicts the percentages of students in different categories for each rubric dimension.



Q9 9. How were results shared/discussed with your department/external stakeholders? (Check all that apply)

- Special faculty meeting (1)
- Part of a regular faculty meeting (2)**
- Shared electronically (3)
- Advisory board (4)
- Other (5) \_\_\_\_\_

Note: These results will be discussed in the Business Department's Undergraduate Curriculum Committee in fall 2016, and later in a department meeting. Time permitting, they will also be presented to the CBEC advisory board.

**Q10 10.** As a result of your analysis, what changes will your department or program make to improve student learning? (250 words)

*A few observations based on the assessment results are noted below.*

- (1) For each rubric dimension, more than 80% of the students are either in "Exemplary" or "Satisfactory" categories. For the "Network diagram" and "Project plan" dimensions each, more than 88% of the students are either in "Exemplary" or "Satisfactory" categories.
- (2) "Network diagram" and "Project plan" each have about 11% unsatisfactory rates, while the "Critical Path" dimension has about 19% "Unsatisfactory" rates. Computing the critical path and slacks requires significant critical thinking skills; thus, it is not surprising that more students have "Unsatisfactory" ratings for this dimension compared to the other dimensions.
- (3) Students who did not submit work for the homework assignment were not included in the results.
- (4) In 2014-15, the face-to-face section had unsatisfactory rates ranging from 12% to 15% for different rubric dimensions.
- (5) For the critical path analysis, for the face-to-face section, two lectures (54 minutes each) with examples were devoted in fall 2015; students had a chance to work on some examples in the class and discuss their results in groups and with the class. However, the difficulty of the topic is likely contributing to the relatively high "Unsatisfactory" rates.
- (6) For the "Project plan" dimension, some students either did not use Microsoft project, or when they use Microsoft project, did not include many tasks for the project; these were the primary causes of the "Unsatisfactory" rating. One class period was used to give students hands-on experience with Microsoft project.
- (7) In future, it may be beneficial to hold additional "special" office hours to discuss this homework assignment, review student work, and provide guidance on the homework. However, this homework is typically the last homework students complete before the finals, and it is a hectic part of the semester with significant workload from multiple classes for students; as a result, it is unclear how much time students spend on this homework assignment.
- (8) Until spring 2016, has been no standardization in terms of covering project management in different sections of MIS 320. The results presented in this report are for the face-to-face section of MIS 320. In spring 2016, Business department's undergraduate curriculum committee met and decided to standardize the project management topic in different sections of MIS 320. The standard topics will include construction of project

network diagrams, arriving at critical paths and slacks, and constructing project plan using Microsoft Project. This has been communicated to all instructors so that beginning fall 2016, all sections will cover the topic in a similar manner and will gather assessment results using the same assignment and rubric.

- (9) Since curriculum changes have been made to standardize coverage of project management across all sections of MIS 320, it is concluded that we need to measure student performance again during the academic year 2016-17 and collect data from multiple sections.

**Q11 11.** Looking back at your assessment report from the last five years (since Fall 2012), what is the current status of the plan for improvement of student learning that was discussed in your past reports? (Check all that apply)

- Proposed (1)
- In consideration (2)
- Implemented (3)**
- Being assessed (4)
- Other (5)

Q12 12. Indicate all changes made to your program to improve student learning in the past five years (since Fall 2012) as part of the continuous improvement process. Some example changes include the following: Revising learning goals, outcomes and rubrics; Revising pre-requisites; Improving hands-on learning and labs; Introducing new courses; Changing emphasis on topics; Providing more tutoring help; Progressive measurement of the same learning goals in multiple courses; Redesigning assessment instruments such as assignments, exams, labs, and quizzes. (250 words)

For PLLG 4 (Project Management), in 2015-16, the Business department's Undergraduate Curriculum committee explored whether a course like QM 319 is better suited to assess this learning goal. After significant discussion, it was decided that PLLG 4 will be assessed in MIS 320. QM 319, a required course for all business majors, will still continue to cover project management topics. It was also decided that the following standard topics of project management need to be covered in all sections of MIS 20, regardless of the delivery mode and instructor: construction of project network diagrams, arriving at critical paths and slacks, and constructing project plans using Microsoft Project. Beginning fall 2016, all sections of MIS 320 will cover these topics and assessment results will be gathered based on a consistent assignment and standard rubric across all sections.

**Q13 13.** Please write an abstract of no more than 250 words to summarize your assessment report this year. Your abstract should address items completed above, including which learning outcome was assessed, which data were collected and analyzed, how the department

discussed the findings, and what changes are planned as a result of what was learned. In addition, please emphasize the changes made to your program in the past five years (see questions 11 and 12). This abstract will be the basis of the assessment poster that the OIE will generate for the Assessment Showcase, and will be used as an easy way to share a summary of your report with others on campus.

In this report, we presented and analyzed the assessment results for PLLG 4 of the Business Management program. This learning goal requires students to apply the principles of project management to arrive at the project network, compute critical paths, and construct a project plan. The assessment project distributed an assignment to students. Student performance was scored using a rubric with three different dimensions: Construction of Project Network Diagram, Critical Path Analysis, and Project Plan. Students were placed in one of the three categories: Exemplary, Satisfactory, or Unsatisfactory. For each rubric dimension, more than 80% of the students are either in “Exemplary” or “Satisfactory” categories. For the “Network diagram” and “Project plan” dimensions each, more than 88% of the students are either in “Exemplary” or “Satisfactory” categories. This assignment and learning goal is technical in nature, and requires students to utilize critical thinking skills. In an effort to reduce the unsatisfactory results, special office hours and additional class time may be devoted to this topic. In spring 2016, it was also decided that the following standard topics of project management will be covered in all sections of MIS 320, regardless of the delivery mode and instructor: construction of project network diagrams, arriving at critical paths and slacks, and constructing project plans using Microsoft Project. Beginning fall 2016, all sections of MIS 320 will cover these topics. The results from this assessment project will be shared and discussed with the Business department’s undergraduate committee in fall 2016 and presented in a department meeting. These results are also shared with AACSB as part of the annual report on Assurance of Learning.

The deadline for submission of reports is May 31. (Note, if due to the timing of your data gathering you would like to request a different deadline, please contact the Institutional Research Office, John Standard, [standard@uwp.edu](mailto:standard@uwp.edu). The Assessment Showcase this year will be held on November 4, 2016.

### **SPECIAL QUESTION RELATED TO DISTANCE EDUCATION COURSES:**

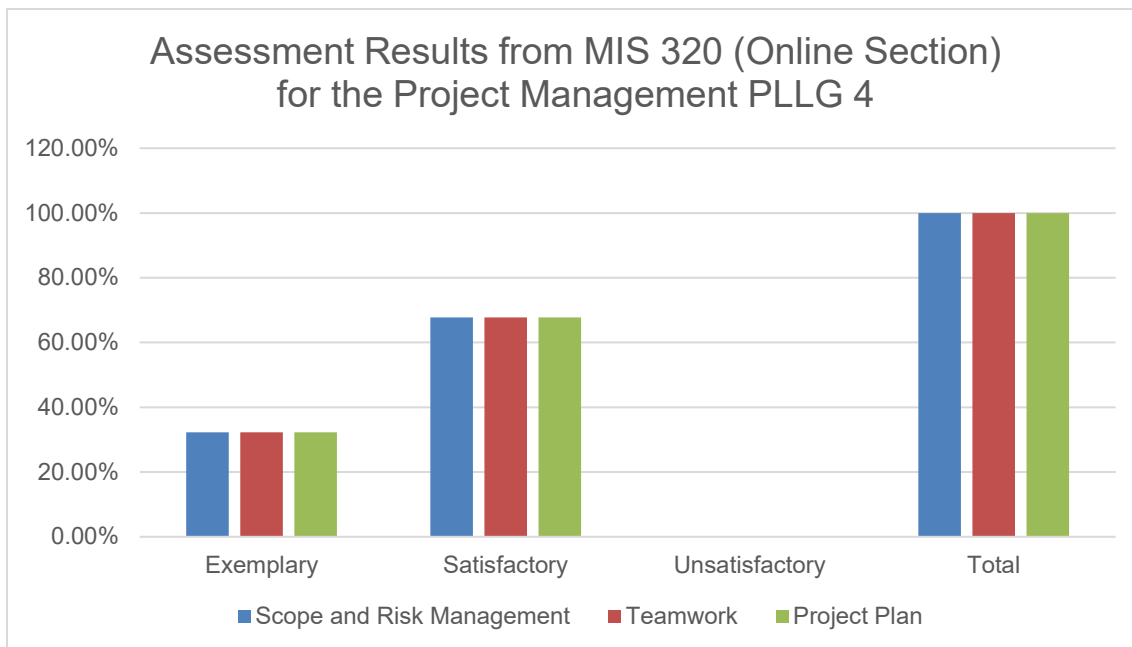
If your program is delivered fully or partly via distance education (online, hybrid, or flex-option/competency-based), please indicate the assessment efforts/plans undertaken in distance education (DE) courses/programs. Please emphasize topics such as assessment plans for distance education courses/programs, assessment results, and changes made over the past five years. (250 words)

We will start an Online Business Management degree completion program in fall 2016. Thus far, our efforts to collect assessment data in online courses has been sporadic. We are planning to standardize gathering assessment results for online courses in future. The following subsections discuss a sample of online assessment result from previous years.

**Assessment Results for Business Management PLLG 4 from Online Courses:**

MIS 320 is offered in both F2F and Online delivery modes. In the past, we conducted assessment of sections in both formats. For example, in Spring 2015 (2014-15 academic year), both F2F and online sections of MIS 320 assessed PLLG4 (Project Management). Both F2F and Online sections have the same learning goals. However, the two sections emphasized different topics and used different rubrics. (1) In spring 2016, Business department's undergraduate curriculum committee met and decided to standardize the project management topic in different sections of MIS 320. The standard topics will include construction of project network diagrams, arriving at critical paths and slacks, and constructing project plan using Microsoft Project. This has been communicated to all instructors so that beginning fall 2016, all sections will cover the topic in a similar manner and will gather assessment results using the same assignment and rubric.

Results from MIS 320 (Online section) for PLLG 4 in Spring 2015 indicated that there are no unsatisfactory rates in any rubric dimension (Scope and Risk Management, Teamwork, Project Plan). These results are presented below as a chart.

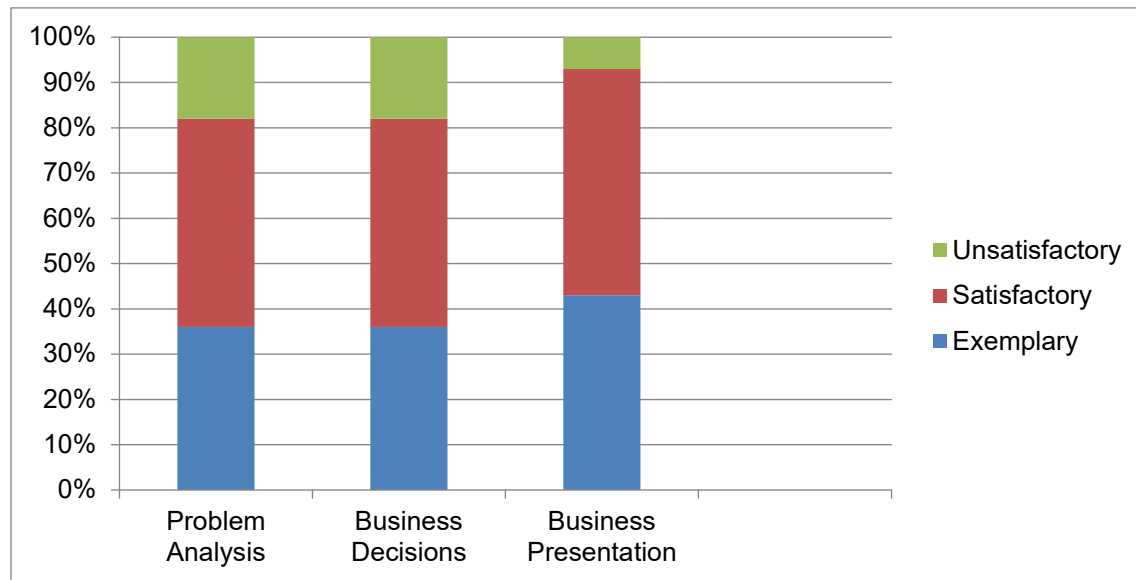


**Assessment Results for Business Management PLLG 6 from Online Courses:**

In spring 2013, PLLG 6 (“Students will be able to effectively use computer technology to support a business decision”) was assessed in both Online and F2F sections of MIS 320. Students in MIS 320 were presented with business data. They were required to analyze the data, develop a spreadsheet solution to the business problem and arrive at decisions. They

were required to prepare a business presentation in support of the decisions. The following table and chart depict student performance from the online section for PLLG6.

<b>Dimension</b>	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Total</b>
Problem Analysis	10 <b>36%</b>	13 <b>46%</b>	5 <b>18%</b>	28 <b>100%</b>
Business Decisions	10 <b>36%</b>	13 <b>46%</b>	5 <b>18%</b>	28 <b>100%</b>
Business Presentation	12 <b>43%</b>	14 <b>50%</b>	2 <b>7%</b>	28 <b>100%</b>





### Appendix 1: Assignment Used for PLLG Assessment

In Fall 2015, the following assignment was given to students in section 1 of MIS 320 to assess student performance on Business programs PLLG 4 (Project Management).

- (1) Listed below are the tasks of a project, the precedents and durations in days.
  - a. Draw an AOA diagram of the project observing all conventions.
  - b. Schedule the project and find the Earliest and Latest time estimates of all events.
  - c. Tabulate the slacks of the tasks. Which tasks can be delayed and by how many days without affecting the project completion time.
  - d. What is the critical path?

<u>Task</u>	<u>Precedents</u>	<u>Duration</u>
A	-	3 weeks
B	-	4
C	A	2
D	C	5
E	B	7
F	D, E	1
G	D	4
H	F, G	5

Complete this part in Microsoft Word and submit the word document file to the D2L dropbox.

(2)

Consider the scenario of you finding a new job in a new company. You are treating this as a project. For this project, you are the project manager, and some of the tasks include the following: deciding the job requirements that fit your profile, updating your CV, interview preparations, setting up your CV on the job portal, and signing up for job alerts. Other tasks may include reviewing your CV with career center personnel, and signing up with career center for job opportunities. There are various stages/tasks while finding a new job ranging from deciding on a

company based on culture, location, salary and benefits to getting ready with interview preparations and making arrangements for the interview travel.

Consider this project from the project manager’s viewpoint and prepare a Work Breakdown Structure (WBS) for the project. Enter the tasks and divide each task into subtasks (with more details). Include dependencies between tasks. Indicate hours of work, status, start date and planned, estimated, and actual completion dates using Microsoft Project software. Also make sure you indicate at least 5 subtasks for these tasks. Some of the tasks are included below.

1. Registering with the career center
2. Reviewing your CV with the career center
3. Decide on the new job requirements & company profile
4. Updating your CV & identify and resolves the gaps
5. Setting up your updated CV on job portal sites & sign-up for the job alerts
6. Interview preparations (Interview techniques, skills, knowledge, future plans)
7. Making travel arrangements & getting ready with your work portfolio
8. Conducting the interview
9. Follow-up after the interview
10. Negotiating the offers you receive
11. Deciding on the best offer

In all, the number of tasks and subtasks is expected to be 25. You need to indicate at least 6 dependencies among the tasks. Develop a project work breakdown structure (WBS) for the project scenario in Microsoft Project and submit the Microsoft Project file to the D2L dropbox.

Appendix 2: Rubric Used for PLLG Assessment

	Exemplary	Satisfactory	Unsatisfactory
Construction of Project Network Diagram	Student correctly constructs the project network diagram (AOA or AON diagram) for the given project scenario.	Student’s project network diagram (AOA or AON diagram) for the given project scenario is mostly correct; student’s solution has less than 25% errors in terms of durations, precedence relationships and related details.	Student does not correctly construct the project network diagram (AOA or AON diagram) for the given project scenario; student’s solution has 25% or more errors in terms of durations, precedence relationships and related details.

Critical Path Analysis	Student's critical path analysis correctly identifies the critical path and its duration. Student's computation of slacks is correct.	Student's critical path analysis does not correctly identify the critical path and its duration. Student correctly computes the slacks for some tasks and slack computations are incorrect for some tasks.	Student's critical path analysis does not correctly identify the critical path and its duration. Student incorrectly computes the slacks for most tasks.
Project Plan	Project plan correctly completes all the details in terms of tasks, deadlines, precedence constraints, persons assigned to the tasks and the estimated time for each task.	Project plan correctly includes more than 75% of the details in terms of tasks, deadlines, precedence constraints, persons assigned to the tasks and the estimated time for each task.	Project plan lacks 25% or more of the details in terms of tasks, deadlines, precedence constraints, persons assigned to the tasks and the estimated time for each task.

Appendix 3: Assessment Results By Student

<b><u>Student Name</u></b>	<b><u>Network Diagram</u></b>	<b><u>Critical Path</u></b>	<b><u>Project Plan</u></b>
Student 1	E	E	S
Student 2	S	S	S
Student 3	S	S	S
Student 4	S	S	E
Student 5	S	S	S
Student 6	S	U	S
Student 7	S	S	S
Student 8	S	S	S
Student 9	S	S	S
Student 10	E	E	E
Student 11	S	S	S
Student 12	E	E	E
Student 13	U	U	S
Student 14	S	S	U

Student 15	E	E	S
Student 16	S	S	S
Student 17	S	S	E
Student 18	U	U	U
Student 19	S	S	E
Student 20	U	U	U
Student 21	S	S	S
Student 22	S	S	E
Student 23	S	S	S
Student 24	S	U	S
Student 25	E	E	S
Student 26	E	E	S
Student 27	S	S	S