

Departmental/Program Assessment Report Form 2017-2018

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. Weijun Zheng

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 three questions in MIS 320, Spring 2018 (See Appendix 1 for the complete assignment). There were three sections of MIS 320 (Section 1, F2F; Sections 2 and 3 were online sections). The first question asked students to consider a hypothetical project with tasks; for this project, students need to apply concepts they learned in the class, construct a network diagram in both AoA (Activity-on-Arrow) and AoN (Activity-on-Node) format. The second question asked students to complete an AoN diagram and compute the earliest and latest times, find the critical path, and arrive at slacks and duration. For the third 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 or Excel 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. The rubric and the assignment were designed by the department’s MIS faculty in the past. The results will be shared in future with the whole department in a future meeting.

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

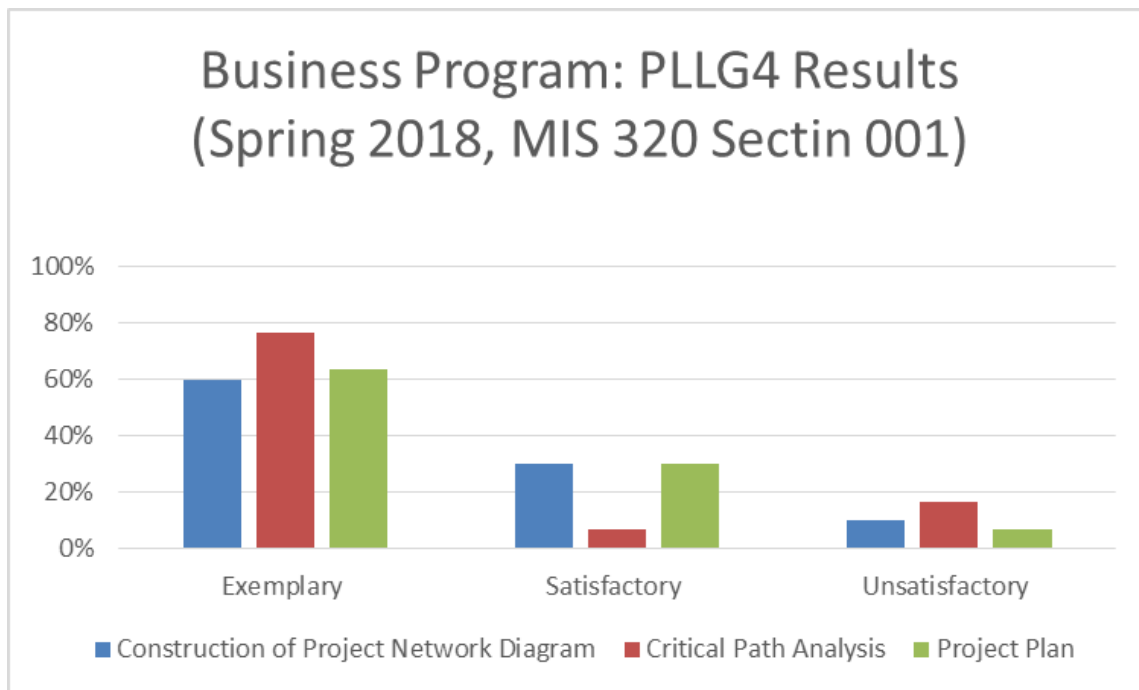
Results from Section 1 (F2F Section):

In all, 27 students submitted the assignment. The following tables present the numbers and percentages of students in each category.

	Exemplary	Satisfactory	Unsatisfactory	Total
Network Diagram	18	9	3	30
Critical Path	23	2	5	30
Project Plan	19	9	2	30

	Exemplary	Satisfactory	Unsatisfactory	Total
Network Diagram	60%	30%	10%	100%
Critical Path	77%	7%	17%	100%
Project Plan	63%	30%	7%	100%

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



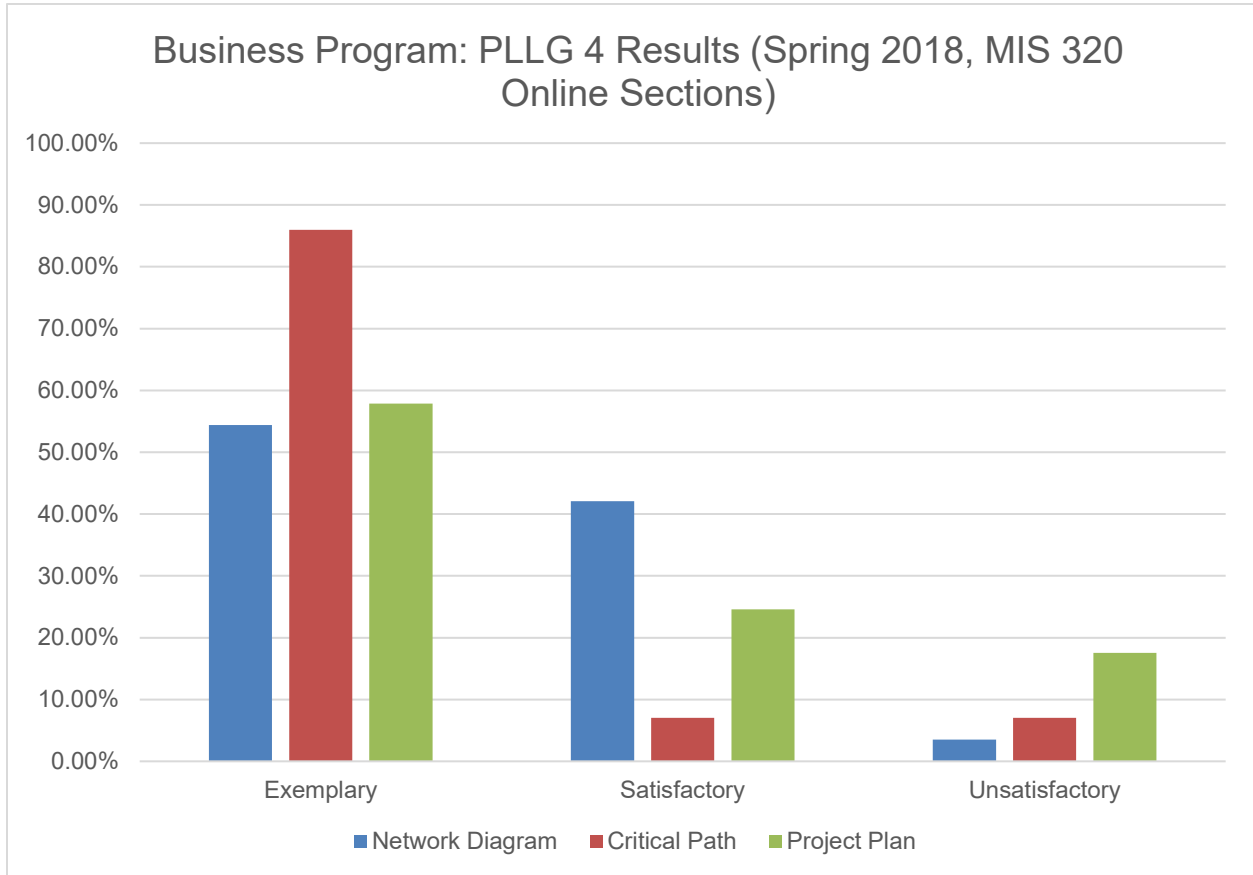
Results from Sections 2 & 3 (Online Sections):

A total of 57 students submitted the assignment in the two online sections combined. 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
Network Diagram	31	24	2	57
Critical Path	49	4	4	57
Project Plan	33	14	10	57

	Exemplary	Satisfactory	Unsatisfactory	Total
Network Diagram	54.39%	42.11%	3.51%	100.00%
Critical Path	85.96%	7.02%	7.02%	100.00%
Project Plan	57.89%	24.56%	17.54%	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 2018, 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 both f2f and online sections, more than 80% of the students are either in “Exemplary” or “Satisfactory” categories in each rubric dimension.
- (2) “Critical path” and “network diagram” each have higher unsatisfactory rates for the f2f section while the project plan dimension has higher unsatisfactory rates for the online sections. It is not clear why these differences exist, and needs to be studied further in future.
- (3) Students who did not submit work for the homework assignment were not included in the results.
- (4) In future, it may be beneficial to give more guidelines and examples for this homework assignment or drop this assignment. 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. As a result, this assignment appears less relevant to the course main learning focus –IT impact on business than the other course components.

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 started covering these topics and assessment results are 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 in three different sections: a f2f section and two online sections. 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 both f2f and online delivery modes. The unsatisfactory rates are higher for f2f section in the “Network Diagram” and “Critical Path” dimensions, while they are higher for online sections in the “Project Plan” section. These differences need to be studied further in future.

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. The Assessment Showcase this year will be held on November 4, 2017.

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 started 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 current report compares the results from f2f and online sections of MIS 320 for Business program's learning goal #4.

Appendix 1: Assignment Used for PLLG Assessment

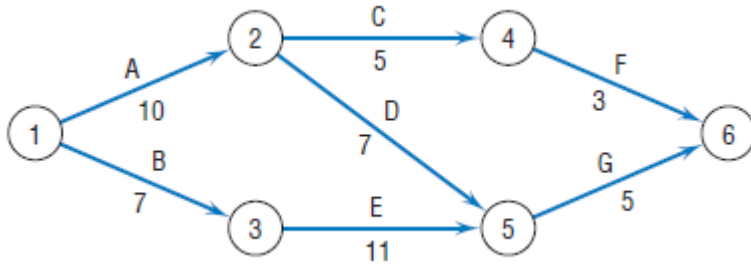
In Spring 2018, the following assignment was given to students in online section 1 of MIS 320 to assess student performance on Business programs PLLG 4 (Project Management).

Q1 Given the following information, draw the project's network diagram in both AOA and AON format :

Activity	Immediate Predecessor
1	--
2	--
3	1, 4
4	2
5	2
6	3, 5

Q2. Given the following AOA diagram below, convert it to AON diagram and find:

- (a) The critical path
- (b) How long it will take to complete the project
- (c) The ES, LS, EF, and LF for each activity
- (d) The slack for each activity



Q3. 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 or a MS Excel spreadsheet. 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 & identifying and resolving the gaps
5. Setting up your updated CV on job portal sites & sign-up for the job alerts
6. Preparing for interview (interview techniques, skills, knowledge, future plans)
7. Making travel arrangements & getting ready with your work portfolio
8. Conducting the interview
9. Following 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 or Excel spreadsheet in appropriate format.

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.