Departmental/Program Assessment Report Form 2018-19

Assessment reports will be completed through Qualtrics to make it easier to share and compile data across campus. The reporting questions are 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.

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

Department/Program: **CBEC/Business Management Online (BUSO)**
Assessment Liaison: Dr. Michele Gee
Instructor: Dr. Weijun Zheng (Report compiled based on results submitted by Dr. Zheng)

1. 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. (Closely aligns with the shared learning goal **Reasoned Judgment**)

2. Which of the institution-wide shared learning goals does this outcome connect to?
➢ Communication (1)
➢ **Reasoned Judgment (2)**
➢ Social and Personal Responsibility (3)
➢ Other (4)

3. Is this the first/initial assessment of the selected learning outcome? (select one):
➢ Yes
➢ **No**

If you answered yes, please skip Question 4 and move to Question 5. If you answered no, please move to question 4.

4. Which of the following best describes this assessment report (select one):
➢ Follow-up assessment related to curricular changes (closing-the-loop).
➢ Follow-up assessment to address issues with the previous assessment process (e.g. collect more data, redesigned the assessment tool, etc.).
➢ **Routine assessment of the outcome** ~~to verify previous findings (no curricular changes)~~.

5. 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) _____

6. 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)

7. What delivery mode did you use to collect your data? (Check all that apply)
- ➢ Face to face course(s) (1)
- ➢ **Online course(s) (2)**
- ➢ Hybrid course(s) (3)
- ➢ Flex Option (Competency Based) course(s) (4)
- ➢ Not tied to a course (5)
- ➢ Other: Please Specify: _____

8. What was the approximate sample size of this assessment (i.e. number of students assessed)? Fill in your answer here: **67**

9. Beyond the general details provided above, what student work was collected and how was it evaluated? The purpose of this question is to allow you to elaborate on the previous questions, and present the scope of the assessment and its relationship to student attainment of the specified learning outcome. Please reference the curriculum map, if used.

This assessment report outlines the results for students enrolled in the online sections of Business Management program. Specifically, this report reviews the performance of students for business program level learning goal #4. Students in the two online sections of MIS 320 were given an assignment with three questions (See Appendix 1 for the complete assignment). 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.

10. What were the results of this assessment? Please attach any supporting documents that you feel would be useful to the reviewers.

The following tables show the absolute number of students and percentages of students for each rubric dimension. Both online sections have a combined enrollment of 67 students.

	Exemplary	Satisfactory	Unsatisfactory	Total
Construction of Project Network Diagram	36	26	5	67
Critical Path Analysis	50	7	10	67
Project Plan	43	16	8	67

The percentage of students in each rubric dimension and rating are shown in the table below.

	Exemplary	Satisfactory	Unsatisfactory	Total
Construction of Project Network Diagram	54%	39%	7%	100%
Critical Path Analysis	75%	10%	15%	100%
Project Plan	64%	24%	12%	100%

The following graph depicts the percentages pictorially.
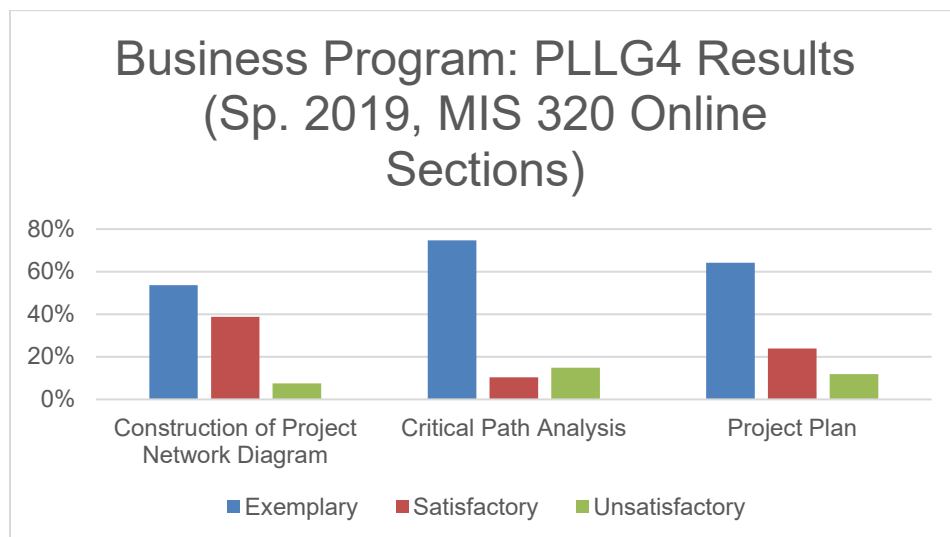
Overall, student performance in various rubric dimensions is good. The unsatisfactory rates in various rubric dimensions ranged from 7% to 17%. "Critical path" and "Project plan" each have higher unsatisfactory rates compared to construction of the network diagram. Critical path analysis is difficult for student to comprehend and apply and this may be the reason why the unsatisfactory rates are higher. Similarly, project plan requires students to carefully arrive at tasks, their durations and dependencies for the project.

11. How were other instructors (faculty, lecturers, and adjuncts) involved with the assessment process?

The rubric was designed by the MIS faculty a few years ago. However, a deeper discussion of the 2018-19 results among faculty is yet to take place.

12. As a result of this assessment, were any changes proposed? If yes, please describe and indicate the projected timeline. Please comment on any barriers to implementation.

This homework is typically the last homework students complete before the finals, and it is a hectic part of the semester with significant workload form multiple classes for students; as a result, it is unclear how much time some students spend on this homework assignment. Some actionable items include providing additional assistance for students via video office hours for this specific learning goal to help students improve their performance. Another item is to provide (i) more coverage for critical path and related concepts, and (ii) better instructions for using tools such as Microsoft Project. More work needs to be done on which topics to de-emphasize to provide the extra time needed for this additional coverage.

Another topic we need to explore is this learning goal appears less relevant to the course main learning focus – IT impact/strategies on business than the other course components. In future, it is possible to assess this in a different class (e.g. QM 319: Operations Management). I wider discussion with the Business faculty is needed.

The deadline for submission of reports is Wednesday, May 22, 2019. (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 the November 8, 11:30-1:30 PM (lunch to be provided).

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
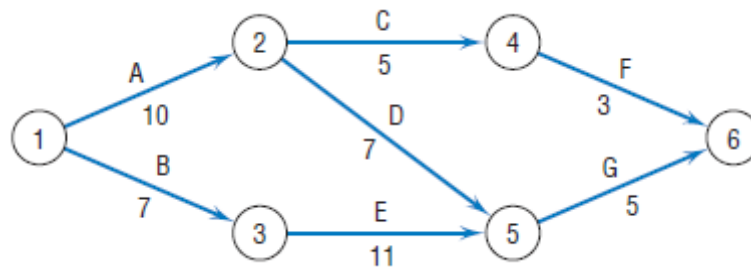
Q3. Consider the scenario of you finding a new job in a new company. You are treating this as a project. For this project, you are the project manager, and some of the tasks include the following: deciding the job requirements that fit your profile, updating your CV, interview preparations, setting up 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	Student does not correctly construct the project network diagram (AOA or AON diagram) for the given project scenario; student's solution has 25% or

		in terms of durations, precedence relationships and related details.	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.