Discipline	Course Number	Title
Business Management	207	BMG 207 08/16/2017- Business Communication
Division	Department	Faculty Preparer
Business and Computer Technologies	Business	Cheryl Byrne
Date of Last Filed Assessment Report		

I. Assessment Results per Student Learning Outcome

Outcome 1: Apply the principles of the communication process to analyze, diagnose and improve business messages within a variety of business situations found in the global marketplace.

- Assessment Plan

    o Assessment Tool: Departmental exam

    o Assessment Date: Winter 2013

    o Course section(s)/other population: Random selection with all instructors represented

    o Number students to be assessed: At least 50%

    o How the assessment will be scored: Answer sheet

    o Standard of success to be used for this assessment: 75% of students scoring 75% or better on each outcome

    o Who will score and analyze the data: Exam will be online with scoring done by computer. Lead instructor will analyze the data.

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)
	2017	

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

# of students enrolled	# of students assessed
221	179

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.

Not all students were assessed due to absences or withdrawals.

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, blended, and online students who were enrolled in the Blackboard course sites were assessed.

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

A departmental exam that was computer-scored 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>No</u>
Departmental Exam
Overall 72% of the students scored 75% or better on this outcome which is 3 percentage points below the target. Online students exceeded the target while both the F2F and Blended students did not.

Percent of students scoring 75% or better

Total	72%
F2F	69%
Blended	65%
Online	78%

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

Students in all of the three modalities did well on using concrete language and transitions in business messages. F2F and online students also did well on

avoiding cliches. Online students also exceeded the target on rewrites, concise communication, and report headings.

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 in all three modalities struggled with using powerful verbs and parallel grammatical structure. Blended students had the most difficulty with this outcome. Therefore, this outcome needs more attention in all three modalities since the overall level of success was not met.

Outcome 2: Apply the process for creating business messages in routine correspondence, reports, resumes, and formal business presentations.

- Assessment Plan

  o Assessment Tool: Departmental exam

  o Assessment Date: Fall 2013

  o Course section(s)/other population: Random selection of sections with each instructor represented

  o Number students to be assessed: At least 50%

  o How the assessment will be scored: Answer sheet

  o Standard of success to be used for this assessment: 75% of students will score 75% or better on each outcome

  o Who will score and analyze the data: Exam will be online with scoring done by computer. Lead instructor will analyze the data.

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)
	2017	

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

# of students enrolled	# of students assessed
221	179

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.

Not all students were assessed due to absences or withdrawals.

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, blended, and online students who were enrolled in the Blackboard course sites were assessed.

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

A departmental exam that was computer-scored was used and four assignments were used to evaluate the application of this outcome.

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>

Departmental Exam

Overall 84% of the students scored 75% or better on this outcome which is above the target. Online and F2F students exceeded the target while Blended students did not.

Percent of students scoring 75% or better

Total   84%

F2F   86%

Blended   67%

Online   88%

Application Assignments

Students completed four assignments related to this outcome: routine email, trip report, resume and application letter, and a presentation analysis. All modalities scored above the target except for the routine email for F2F students.

Routine Email - Percent of students scoring 75% or better

Total	78%
F2F	73%
Blended	82%
Online	93%

Trip Report - Percent of students scoring 75% or better

Total	80%
F2F	82%
Blended	75%
Online	80%

Resume/Application Letter - Percent of students scoring 75% or better

Total	81%
F2F	75%
Blended	80%
Online	84%

Presentation Analysis - Percent of students scoring 75% or better

Total	82%
F2F	84%
Blended	79%
Online	80%

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

F2F and online students exceeded the target for this outcome and did well on all but one of the criteria used on the departmental exam. All modalities did well on the application assignments as well.

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.

All students struggled with the steps in the communication process. Blended students had difficulty in all areas that were measured for this outcome on the departmental exam. F2F students missed the target by 2 percentage points in the email assignment.

Outcome 3: Apply the strategies for creating specific types of business messages including positive/neutral, negative, and persuasive communications.

- Assessment Plan

    o Assessment Tool: Departmental exam

    o Assessment Date: Fall 2013

    o Course section(s)/other population: Random sections with each instructor represented

    o Number students to be assessed: At least 50%

    o How the assessment will be scored: Answer sheet

    o Standard of success to be used for this assessment: 75% of students scoring 75% or better on each outcome.

    o Who will score and analyze the data: Exam will be online and scored by computer. Lead instructor will analyze the data.

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)
	2017	

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

# of students enrolled	# of students assessed
221	179

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.

Not all students were assessed due to absences or withdrawals.

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, blended, and online students who were enrolled in the Blackboard course sites were assessed.

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

A departmental exam that was computer-scored was used plus three assignments were used to evaluate the application of the outcome.

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>

Departmental Exam

Overall, 86% of the students scored 75% or better. F2F and Online were above the 75% target while Blended was 5 percentage points below the target at 70%.

Percent of Students Scoring 75% or better

Total   86%

F2F   80%

Blended   70%

Online   90%

Application Assignments

Students completed three assignments related to this outcome: routine email, negative news letter, and persuasive report. All modalities scored above the 75% or better target.

Routine Email: Percent of Students Scoring 75% or better

Total   79%

F2F	81%
Blended	75%
Online	80%
Negative News Letter: Percent of Students Scoring 75% or better	
Total	86%
F2F	88%
Blended	76%
Online	89%
Persuasive Report: Percent of Students Scoring 75% or better	
Total	83%
F2F	92%
Blended	77%
Online	82%`

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

> F2F and Online students exceeded the target for this outcome with online students doing well on all the items that were measured on the departmental exam such as the proper closing for a persuasive message, the direct method for delivering bad news, and appropriate channels to use.
>
> For the application assignments, all modalities scored above the 75% target.

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.

> F2F and blended students struggled with how to close persuasive messages and how to create a negative news message using the direct approach.

II. Course Summary and Action Plans Based on Assessment Results

1. 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?

Overall, 82% of the students scored 75% or better on the departmental test. Online students consistently scored better than either the F2F or Blended students with 93% of the online students scoring 75% or better on the departmental exam. F2F came in at 78% which met the target and Blended came in at 69% which is below the target.

The higher scores for online students could be a result of the structured and consistent approach due to the master course format for online courses. While some structure is provided to F2F and Blended instructors, they have more flexibility in how to cover the required material based on the master syllabus.

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

This information has already been shared with others in the department prior to submitting this report.

3.
Intended Change(s)

Intended Change	Description of the change	Rationale	Implementation Date
Other: Course Revision	The course will be re-designed in a joint effort with all full-time and part-time faculty teaching this course in an effort to have a course that speaks with one voice. That is, we have agreement that we need to teach this course somewhat the "same" in all modalities with F2F, Blended, and Online master course sites.	Since this course is taught in all three modalities, it is important that students have a similar learning experience across the board - ensuring the outcomes in the master syllabus are met. Instructors will bring their unique personalities to the course when interacting with students.	2019

	The first meeting in September was a brainstorming session identifying those principles, processes, and strategies we feel are most important for students to know at the end of the course (see the revised master syllabus). In the next session, to be held in December, we will begin the course layout. For example, one change will be to move the resume material to the beginning of the semester so students can work on it for several weeks (all semester) rather than just the last two weeks. Activities to reinforce learning will be identified and shared. For example, already this semester a part-time instructor has shared an activity we can adopt to reinforce the principles used when creating an email message. The plan is give instructors a choice of activities while the tests and		

	assignments will be standard. In addition, the plan is to use OER in order to eliminate the need for a textbook. The goal is to have this completed by Fall of 2018 or Winter of 2019 as most of the actual work designing the Blackboard sites, activities, and tests will be done by the lead instructor.		

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

The spreadsheet submitted has 4 worksheets for your review.

III. Attached Files

Summary Results

Faculty/Preparer:	Cheryl Byrne	**Date:**	09/22/2017
Department Chair:	Julianne Davies	**Date:**	09/24/2017
Dean:	Eva Samulski	**Date:**	09/26/2017
Assessment Committee Chair:	Michelle Garey	**Date:**	11/27/2017

COURSE ASSESSMENT REPORT

I. Background Information
1. Course assessed:
    Course Discipline Code and Number: BMG 207
    Course Title: Business Communication
    Division/Department Codes: BCT/BUS

2. Semester assessment was conducted (check one):
    XXX Fall 2010
    ☐ 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
    XXX Departmental exam
    ☐ Capstone experience (specify):
    ☐ Other (specify):

4. Have these tools been used before?
    ☐ Yes
    XXX 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.

    61 assessed/153 students. While the online classes were not assessed this time, the new online departmental exam means that the online courses will be assessed, along with the F2F and blended classes, during the next assessment period.   X

6. Describe how students were selected for the assessment.

    Random sections with all full-time and part-time instructors represented

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

    Last assessment in Winter 2004. Changes indicated in that report:

    Instructional Design: More time will be spent identifying good versus mediocre business writing.

    Assessment Instruments: More time will be spent reviewing tests once students have taken them in order to identify areas of confusion.

2. List each outcome that was assessed for this report exactly as it is stated on the course master syllabus.

    *   Apply the principles of the communication process to analyze, diagnose and improve business messages within a variety of business situations found in the global marketplace
    *   Apply the process for creating business messages in routine correspondence, reports, resumes, and formal business presentations
    *   Apply the strategies for creating specific types of business messages including routine, negative, and persuasive communications

Approved by the Assessment Committee 11//08

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.*

- Apply the principles of the communication process to analyze, diagnose and improve business messages within a variety of business situations found in the global marketplace

    77% of the responses to the 8 questions related to Outcome 1 were correct.

- Apply the process for creating business messages in routine correspondence, reports, resumes, and formal business presentations

    78% of the responses to the 8 questions related to Outcome 2 were correct.

- Apply the strategies for creating specific types of business messages including routine, negative, and persuasive communications

    72% of the responses to the 9 questions related to Outcome 3 were correct.

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.*

    At the time the current assessment plan was created, the standard of success was to be 75% of students scoring 75% or better. The assessment completed at the end of Fall 2010 resulted in 77% of the students receiving a 75% or better.

5. Describe the areas of strength and weakness in students' achievement of the learning outcomes shown in assessment results.
    Strengths: Learners understood the basic concepts for this course.

    Weaknesses: Learners had a more difficult time with the more complex concepts and application of the principles.

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.

    At the time the Winter 2004 assessment was completed, all sections for this course were taught by one full-time instructor (3 sections). For Fall 2010, there were 6 sections offered on campus and 2 online. One full-time instructor teaches this course with most on-campus sections taught by part-time staff.

    As a result of the assessment, more time will be spent with the part-time staff members ensuring the course outcomes are understood and are reinforced in the instructional design.

    The first meeting with part-time staff will occur in February.

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: Outcomes will remain the same. The assessment methodology will be changed to reflect standards by outcome in keeping with the current approach.

    b. ☒ Objectives/Evaluation on the Master Syllabus
        Change/rationale: Objectives will change slightly to include social media and its role in business communication. The evaluation methods will not change.

COURSE ASSESSMENT REPORT

    c. ☐ Course pre-requisites on the Master Syllabus
       Change/rationale: No change

    d. ☐ 1st Day Handouts
       Change/rationale: No change

    e. ☐ Course assignments
       Change/rationale: No change

    f. ☒ Course materials (check all that apply)
       XXX Textbook – new edition (8th)
       ☐ Handouts
       ☐ Other:

    g. ☒ Instructional methods
       Change/rationale: Instructors will be encouraged to provide more hands-on learning in the classroom rather than lecture

    h. ☐ Individual lessons & activities
       Change/rationale: None

3. What is the timeline for implementing these actions?

    Master Syllabus will be updated and submitted by January 7, 2011.

    Meeting with part-time instructors will take place mid-February.

    On-going meetings with part-time instructors will also be planned at the end of each term to review and prepare for the next term.

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 assessment tools allowed us to identify specific concepts that need more emphasis. Plus it also provided a mechanism to talk factually with part-time instructors.

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 _XXXXXX_ Selected _____

    If "All", provide the report date for the next full review: ___Fall 2013.

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

Submitted by:

Print: _Cheryl S Byrne_   Signature _____   Date: _1-12-11_
    Faculty/Preparer

Print: _____   Signature _____   Date: _1/20/11_
    Department Chair

Print: _____   Signature _____   Date: _2/7/11_
    Dean/Administrator

Assessment Plan- Program Audit

Name: <u>Cheryl S. Byrne</u>   WCC E-mail: cbyrne   Date: <u>June 23, 2004</u>
Program Title: <u>Course Assessment: BMG 207 Business Communications</u>

Department: <u>Business</u>   **Division: <u>Business & Computer Tech</u>**

Department Chair: <u>Steve Ennes</u>   **Division Dean: <u>Rosemary Wilson</u>**

Preparer <u>Cheryl S. Byrne</u>   **Academic Year: <u>Winter 2004</u>**

Review
Briefly describe the program assessment activities your department implemented. (capstone experience, portfolio assessment, licensure/certifications, testing, etc.)

We used a pre & post test (Winter 2004) designed to measure against the defined outcomes in the master syllabus and to measure against Bloom's Taxonomy. Overall student scores improved 27.67% (Target = 20%). Following is a summary breakdown.

Results by outcomes as defined by the master syllabus:
1. 50.54% improvement
   Understand the communication process, its inherent problems, the impact of international and cultural issues, and develop methods to reduce noise in the process

2. 20.52% improvement
   Create routine business correspondence (including business reports) that reflect:
   -- Organization of thoughts, clarity of writing, conciseness of message, and visual appeal (including graphs & charts)
   -- A clearly identified purpose, data research and analysis, logical conclusions, and sound recommendations

3. 20.32% improvement
   Prepare & deliver oral presentations using appropriate visual aids.

4. 29.30% improvement
   Prepare a resume and application letter, effectively answer interview questions, and handle any follow-up communication

5. 27.31% improvement
   Participate in team activities using specific techniques and methods to facilitate successful teamwork

6. 26.51% improvement
   This category included questions that integrated a number of the above defined outcomes.

Results per Bloom's Taxonomy:

Knowledge: 51.92% improvement   Synthesis: 17.71% improvement
Comprehension: 48.96% improvement   Evaluation: 20.68% improvement
Application: 13.64% improvement

Reflect
Describe conclusive evidence. What have you concluded from assessment instruments?

The pre & post test results indicate that students are learning. No significant changes are planned.

Respond
*Identify the planned changes, if any, necessary that will be instituted based on results of assessment activity. Briefly describe the change and explain the rationale for these changes. Include the timeline for the implementation of the changes. **Describe all that apply.***

Master Syllabi: None

Curriculum: None

Course Syllabi Handout: None

Course Assignments: None

Instructional Design: More time will be spent identifying good versus mediocre business writing.

Assessment Instruments: More time will be spent reviewing tests once students have taken them in order to identify areas of confusion.

Timeline
If there are no changes planned at the present time what future program assessment plans do you anticipate? Include when you expect to implement these changes? Be specific:

Changes will be implemented Fall 04.

Support
If changes in your program assessment plans are necessary what additional resources are imperative.

Operational Funding: None

Administration (Staffing): None

Travel: None

Other: None

Assessment Plan- Program Audit

Name: Cheryl S. Byrne   WCC E-mail: **cbyrne**   Date: **June 23, 2004**
Program Title: **Course Assessment: BMG 207 Business Communications**

Department: Business   **Division: Business & Computer Tech**

Department Chair: Steve Ennes   **Division Dean: Rosemary Wilson**

Preparer Cheryl S. Byrne   **Academic Year: Winter 2004**

Review

Briefly describe the program assessment activities your department implemented. (capstone experience, portfolio assessment, licensure/certifications, testing, etc.)

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3. 20.32% improvement
   Prepare & deliver oral presentations using appropriate visual aids.

4. 29.30% improvement
   Prepare a resume and application letter, effectively answer interview questions, and handle any follow-up communication

5. 27.31% improvement
   Participate in team activities using specific techniques and methods to facilitate successful teamwork

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Results per Bloom's Taxonomy:

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Comprehension: 48.96% improvement	Evaluation: 20.68% improvement
Application: 13.64% improvement	

Reflect

Describe conclusive evidence. What have you concluded from assessment instruments?

The pre & post test results indicate that students are learning. No significant changes are planned.

Respond

Identify the planned changes, if any, necessary that will be instituted based on results of assessment activity. Briefly describe the change and explain the rationale for these changes. Include the timeline for the implementation of the changes. **Describe all that apply.**

Master Syllabi: None

Curriculum: None

Course Syllabi Handout: None

Course Assignments: None

Instructional Design: More time will be spent identifying good versus mediocre business writing.

Assessment Instruments: More time will be spent reviewing tests once students have taken them in order to identify areas of confusion.

Timeline

If there are no changes planned at the present time what future program assessment plans do you anticipate? Include when you expect to implement these changes? Be specific:

Changes will be implemented Fall 04.

Support

If changes in your program assessment plans are necessary what additional resources are imperative.

Operational Funding: None

Administration (Staffing): None

Travel: None

Other: None