

**Student Learning Outcomes Committee 2008
Department/Program Assessment Results Report**

Department/Program Management Degree/Program BSBA in Management
Date Submitted 3/21/08

The purpose of this report is to communicate the assessment activities that have taken place during the last academic year, as well as to convey how the results are being used *to improve student learning at the program level*. The report should be kept as succinct as is possible, while answering the following questions clearly and conscientiously:

I. Working from your assessment report of last year, please discuss some changes made or strategies implemented in response to last year's results.

In response to last year's feedback, we have reworded some of our goals and objectives to make them more measurable. Similarly, we have thought about additional ways to measure the goals such that they are not from a single item in a single course. For example, in assessing the international goal (goal #2 in the plan), we collected information from multiple items and multiple courses. Last, we have made the assessment plan more comprehensive to include timelines, data collection strategy and continuous improvement sections. Please see the revised assessment plan which is attached as Appendix A to this report.

II. Drawing upon the goals and objectives contained in the department/program student learning assessment plan, what was the focus of the department's student learning assessment for the past academic year?

A. This section should list the student learning goals and objectives that were the focus for the report year (selected from your complete set of goals and objectives).

This past year (Sp 07 & F07), we targeted **Goal #2**: "Demonstrate knowledge of the international nature of management" (Objectives 1 & 2 as shown below). We assessed both objectives cross the two semesters.

Objective 1: Demonstrate knowledge of the cultural dimensions that distinguish different countries on work-related attitudes.

Objective 2: Analyze how different countries require different strategies

B. It would also be helpful to note here the student learning goals and objectives that you intend to assess during the next year.

Next year, (S08 & F08), we plan to collect data for **Goal #6**: "Demonstrate knowledge of the core elements of organizational design and their appropriate use (Objectives 1, 2 and 3, see below).

Objective 1: Distinguish among the design choices underlying an organic or mechanistic organizational structure.

Objective 2: Analyze a matrix organization and when it is effective to use a matrix organizational structure

Objective 3: Describe the issues involved in designing a hierarchy to coordinate and motivate organizational behavior effectively.

III. What information was collected, how much, and by whom?

- A. This section should briefly describe the methodology used to examine the targeted goals and objectives. Please attach relevant scoring rubrics, surveys, or other materials used to examine student learning to the back of the report, as Appendices.
- B. Please note that the expectation here is that programs will make use of *direct* measures of student learning outcomes.

We attempted to collect data from all sections of MGT350 for Objective 1 and all sections of MGT405 for Objective 2. We used exam questions from multiple sections and multiple courses. Instructors were told that they had to use at least 2 exam questions to assess the objective. Sample questions were provided for their use. Examples of the types of exam questions used can be found in Appendix A. The results are listed under Item IV below.

IV. What conclusions were drawn on the basis of the information collected?

- A. This section should briefly describe the results (in summary form) in regard to how well students have met the targeted goals and objectives. For example, what percentage of students met the objectives? Is this a satisfactory level of performance? What areas need improvement?
- B. Whenever it is possible to do so, please organize and present collected data by way of tables and/or graphs. [Note: the committee expects and welcomes both quantitative and qualitative data, so this suggestion should not be construed as seeking quantitative data only.]

S07: MGT350 – We collected data on 2 exam questions across 6 sections of this course. Results show that, on average, 80% (n=432) of the total students (n=537) passed these two questions with a C- or better.

S07: MGT405 – We collected data on an average of 8 exam questions across 9 sections of this course. Overall, we had a pass rate of 75%; that is 374 of the 499 students passed with a C- or better on these 8 items.

F07: MGT350 – We collected data on 2 exam questions across 10 sections of this course. Results show that, on average, 82% (n=798) of the total students (n=977) passed these two questions with a C- or better.

F07: MGT405 – We collected data on an average of 8 exam questions across 5 sections of this course. Overall, we had a pass rate of 77%; that is, 184 of the 239 students passed with a C- or better on these 8 items.

Semester	Course	# of sections	# of students passed	# of students assessed	Percentage of students that passed
S07	MGT350	6	432	537	80%
S07	MGT350	9	374	499	75%
F07	MGT405	10	798	977	82%
F07	MGT405	8	184	239	77%

Overall Conclusions: The assessment committee examined these results and discussed them as a group. Our general target is to have a pass rate of approximately 70% for all goals and the results listed above are well within our target range. We do not aspire to have a higher pass rate since both of the classes involved in this assessment are core classes so we believe that there will be greater variance as a result.

V. How will the information be used to inform decision-making, planning, and improvement?

- A. This section should describe the strategies that will be implemented for program improvement as a result of the conclusions drawn from the assessment activities.

- B. The program change may pertain to curricular revision, faculty development, student services, resource management, and/or any other activity that connects to student success.

At this time, we do not see a need to make any substantial changes as a result of the assessment results. However, as a result of strategic planning, the Management department is planning to unveil two new undergraduate programs in the near future and will be creating new assessment plans for each of those programs.

Report completed by: Beth Chung-Herrera

Date: March 14, 2008

APPENDIX A

ASSESSMENT PLAN MANAGEMENT DEPT – UNDERGRADUATE BSBA (REV. 3/11/08)

GOALS AND STUDENT LEARNING OUTCOMES:

I. Demonstrate knowledge of HR policies and practices in terms of strategy, legality, and effectiveness.

- **Summary:** This goal is assessed via 4 objectives that are linked to exam questions, assignments & class exercises. Relevant course: MGT352.

Objective 1: Analyze the link between business strategy, the environment and human resource strategy and practice.

- Assessed via 7 multiple choice questions and 1 essay question on Exam 1
- Assessed via assignment *Environmental Issues Impacting HR Exercise*.

Objective 2: Evaluate human resource practices in terms of their effectiveness and efficiency.

- Assessed via 2 essay questions on Exam 1, 2 essay questions on Exam 2, and 2 essay questions on Exam 3.

Assessed via assignment *Recruitment Function Evaluation Exercise*.

- Assessed via *Selection Evaluation Exercise*.

Objective 3 – Describe how law impacts human resource management policy and practice.

- Assessed via 17 multiple choice questions and 2 essay questions on Exam 1
- Assessed via *Equal Employment Opportunity Exercise*.

Assessed via *Selection Practice Legality Assessment*.

Objective 4 - Demonstrate knowledge of the basic human resource functional areas including: equal employment opportunity law, job analysis, HR planning, recruitment, selection, performance appraisal, compensation, benefits, and labor relations.

- Assessed via 17 multiple choice questions and 2 essay questions on Employment Law covered on Exam 1
- Assessed via 10 multiple choice questions and 1 essay question on Job Analysis covered on Exam 1
- Assessed via 6 multiple choice questions on HR Planning tested on Exam 1

- Assessed via 10 multiple choice questions and 1 essay question on HR Recruitment covered on Exam 2
- Assessed via 19 multiple choice questions and 2 essay questions on Selection covered on Exam 2
- Assessed via 11 multiple choice questions and 1 essay question on Performance Appraisal on Exam 2
- Assessed via 14 multiple choice questions and 1 essay question on Compensation covered on Exam 3
- Assessed via 9 multiple choice questions and 1 essay question on Benefits covered on Exam 3
- Assessed via 17 multiple choice questions and 2 essay questions on Labor Relations covered on Exam 3

II. Demonstrate knowledge of the international nature of management.

- **Summary:** This goal is assessed via 2 objectives that are linked to exam questions that cover international issues. Relevant courses: MGT350 & MGT405

Objective 1: Demonstrate knowledge of the cultural dimensions that distinguish different countries on work-related attitudes.

- Assessment: 2 exam questions in MGT 350

Objective 2: Analyze how different countries require different strategies

- Assessment: Exam questions in MGT405

III. Demonstrate basic teamwork skills.

- **Summary:** This goal is assessed via 3 objectives that are linked to peer evaluations. Relevant courses: MGT454, MGT405 & MGT450.

Objective 1: Show evidence of quality contributions to a team

- Assessment: Peer evaluation question re: overall value to group

Objective 2: Show evidence of listening to others and disagreeing in a constructive manner

- Assessment: Peer evaluation questions re: listening and assertiveness

Objective 3: Show evidence of effective follow through on work for the team

- Assessment: Peer evaluation question re: preparation

IV. Demonstrate knowledge of the analysis, formulation and implementation of strategy at the corporate or entrepreneurial level.

- **Summary:** This goal is assessed via 2 objectives that are linked to exam questions and case analysis. Relevant courses: MGT405 & MGT450

Objective 1: Demonstrate the ability to analyze, formulate, and implement strategies for an organization in a global context.

- Assessment: Exam questions in MGT405. Questions will be averaged to provide overall pass rate.

Objective 2: Describe and analyze strategic business problems from a general management perspective, integrating functional areas.

- Assessment: Exam questions in MGT405. Questions will be averaged to provide overall pass rate.

V. Demonstrate basic interpersonal skills (e.g., active listening, supportive communication, etc.)

- **Summary:** This goal is assessed via 2 objectives that are linked to essay exam questions and exercises. Relevant course: MGT454

Objective 1: Show evidence of effective supportive communication skills

- Assessment: Essay exam question

Objective 2: Show evidence of effective negotiation skills

- Assessment: Essay exam question

VI. Demonstrate knowledge of the core elements of organizational design and their appropriate use.

- **Summary:** This goal is assessed via 3 objectives that are linked to exam questions. Relevant course: MGT451

Objective 1: Distinguish among the design choices underlying an organic or mechanistic organizational structure.

- Assessment: Exam questions

Objective 2: Analyze a matrix organization and when it is effective to use a matrix organizational structure

- Assessment: Exam questions

Objective 3: Describe the issues involved in designing a hierarchy to coordinate and motivate organizational behavior effectively.

- Assessment: Exam questions

VII. Demonstrate knowledge of ethical frameworks and theories and how to apply them in business situations.

- **Summary:** This goal is assessed via 3 objectives that are linked to exam questions and a discussion exercise. Relevant course: MGT356

Objective 1: Be able to explain 4-6 ethical theories commonly used in Business Ethics

- Assessment: Essay exam questions & classroom discussion.

Objective 2: Be able to apply 4-6 ethical theories to current business situations

- Assessment: Essay exam questions, classroom discussion, or case analysis.

Objective 3: Be able to discern ethical content in current business news for discussion.

- Assessment: Provide pertinent news item for discussion.

DATA COLLECTION STRATEGY:

Data will be collected by instructors teaching in the courses linked to each objective. All possible sections of those courses will be contacted. Unfortunately, due to unforeseen circumstances, not all sections are always able to provide assessment information for all semesters. Therefore, we have a goal of assessing 50% or more of the relevant sections.

Data will be summarized by department assessment committee members. We currently have functionally diverse committee members who organize the instructors in their respective area. For example, we have a strategy committee member who organizes and coordinates data collection from the strategy instructors regarding relevant student learning outcomes.

TIMELINE:

Assessment of each goal is rotated by year. In any single year (2 semesters – Spring and Fall), we try to assess at least one goal. Since we have seven goals overall, it is our hope that over the course of 7 years, all goals will be assessed.

CONTINUOUS IMPROVEMENT:

The assessment committee will convene after every semester to review assessment results and to make recommendations for changes prior to the next assessment period. We aim to achieve a passing rate of 70% or better for each goal. In addition, we aim to continually make our assessment plans more strategic and in alignment with new programs.

Appendix A

Possible Items for Assessing Goal #2 (Objective 1) in MGT350

- 1) . **According to Hofstede's research, U.S. managers tend to exhibit which of the following cultural characteristics?**
 - a) Collectivism, long-term orientation, and high power distance
 - b) Low uncertainty avoidance, masculinity, and collectivism
 - c) low uncertainty avoidance, short-term orientation, and individualism
 - d) Individualism, masculinity, and long-term orientation
 - e) None of the above

- 2) **Country Z is a traditional country with long standing customs and rituals. If a boss tells a subordinate what to do without explanation, most people in this country would accept the boss' authority. Which of the following is likely to be true?**
 - a) Country Z is individualistic
 - b) Country Z is high on power distance
 - c) Country Z is low on power distance
 - d) Country Z is high on uncertainty avoidance
 - e) Country Z is low on uncertainty avoidance.

Possible Items for Assessing Goal #2 (Objective 2) in MGT405

- 1) **Which international entry mode poses the highest level of cost and risk for a multinational?**
 - a) Exporting from the home country.
 - b) Licensing.
 - c) Franchising.
 - d) Setting up a wholly owned subsidiary.

- 2) **The creation of the European Economic Community has led to more standardization for various products, such as the labeling of wine and the brightness of auto headlamps. What is the likely outcome of this standardization?**
 - a) Reduced number of rivals
 - b) Increase cultural differences between nations
 - c) Increase non-price competition
 - d) Lower costs to consumers

- 3) **When Wal-mart expanded to Mexico, initially it**
 - a) gained significant benefits from economies of scale.
 - b) gained from flow of ideas across its US and Mexico operations.
 - c) was able convince its suppliers to locate operations in Mexico.
 - d) had problems replicating its efficient distribution system.

- 4) **Dell is expanding its market share in European countries, because its direct-sales model is more effective than the business model used by its European rivals. Which of the following benefits of global expansion is Dell experiencing, relative to its competitors?**
- a) further exploitation of its distinctive competencies
 - b) access to low cost skilled labor force
 - c) access to low cost manufacturing
- 5) **Many contend that the Chinese are increasingly interested in American culture. This information implies that**
- a) firms may benefit from a focus-differentiation strategy.
 - b) firms may benefit from offering localized products.
 - c) firms may benefit from global scale economies.
 - d) firms need to develop their marketing capabilities.
- 6) **All of the following are risks associated with a global strategy except:**
- a) Limited ability to adapt to local markets.
 - b) Ability to locate activities in optimal locations
 - c) Concentration of activities may increase dependence on a single facility
 - d) Single locations may lead to higher tariffs and transportation costs
 - e) Hostile sentiment toward the company in foreign countries
- 7) Demanding conditions push firms ahead of companies in other countries where consumers are less demanding. (TRUE/FALSE)
- 8) A multidomestic strategy would likely include the use of high volume, centralized production facilities to maximize economies of scale. (TRUE/FALSE)