

**Student Learning Outcomes Committee 2009**  
**Department/Program Assessment Results Report**

Department/Program Management Degree/Program BSBA in Management  
Date Submitted: March 10, 2009

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.**

As a result of strategic changes, the Management Department began to offer three specialization options to students in the Fall of 2008: a human resource specialization, an entrepreneurship specialization, and a general management option. All of our assessment plans were revised in the last year to reflect these new specializations. Specifically, in the BSBA Management plan, we trimmed our existing goals and considered new goals and objectives that would capture important components of the general management major that were absent from our previous plan. Please see the new assessment plan, which is attached as Appendix A.

As a result of feedback received last year, we strove to improve our measurement approach by developing a culminating exam that captured multiple goals as well as content delivered in multiple courses. This exam is called the Management Assessment Test (MAT) and was administered for the first time in our culminating class (MGT405) in Fall of 2008.

**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).

In the Spring of 2008, we assessed Goal #6 of our previous plan: "Demonstrate knowledge of the core elements of organizational design and their appropriate use" (Objective 1: Distinguish among the design choices underlying an organic or mechanistic organizational structure).

In the Fall of 2008, we assessed the following goals:

Goal 2: Demonstrate knowledge of the analysis, formulation and implementation of strategy in established or entrepreneurial organizations.

SLO #2.1: Apply strategic theories and frameworks to organizations in a global context.

SLO #2.2: Integrate functional areas into strategic business problems from a general management perspective.

Goal 5: Demonstrate knowledge of the organizational processes of acquiring, developing, evaluating, and rewarding human resources.

SLO #5.1: Identify issues involved with acquiring human resources including job analysis, HR planning, equal opportunity law, recruitment, and selection.

SLO #5.2: Identify issues related to developing, evaluating, and rewarding human resources via training, performance management and compensation systems.

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

In the Spring of 2009, we plan to collect data for Goal #4, “Demonstrate knowledge in the area of leadership” (SLO#4.2: “Describe and apply leadership theories”) in our new assessment plan. In Fall of 2009, we will assess Goal #3, “Demonstrate knowledge of ethical frameworks and theories and how to apply them in business situations” (SLO#3.1 and #3.2) as well as the remainder of Goal #4 (SLO#4.1).

### **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 collected data from all sections of MGT451 for Goal #6, Objective 1 in the Spring of 2008. We used exam questions from three sections of this course. Instructors were told that they had to use at least 2 exam questions to assess the objective. Sample questions were offered for the instructors’ use. Please see Appendix B.

In the Fall of 2008, we administered a new Management culminating exam (the Management Assessment Test (MAT)) to assess Goal 2 (SLOs 1 & 2) and Goal 5 (SLOs 1 & 2). There were ten questions written to assess each goal. The test was administered in multiple sections of MGT 405 across multiple instructors. Examples of the types of exam questions used can be found in Appendix C.

### **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.]

**Spring 08: MGT451** – We collected data from 2 exam questions embedded in exams given in MGT 451 across 3 sections of this course. Results show that, on average, 84% (n=159) of the total students (n=190) answered these questions correctly.

**Fall 08: MGT405 (MAT)** – We collected data on 10 exam questions for Goal 2 and 10 exam questions for Goal 5 across 6 sections of MGT405. Among management majors, the percentage of students who completed the strategy (Goal 2) MAT questions correctly ranged from 6% to 92% while the percentage of students who completed the human resources (Goal 5) MAT questions correctly ranged from 10% to 79%.

Semester	Course	# of sections	# of students who answered the questions correctly	# of students assessed	Percentage of students that answered the questions correctly
S08	MGT451	3	159	190	84%
F08 (Goal 2)	MAT - Q#1	6	41	63	65%
F08 (Goal 2)	MAT - Q#3	6	31	63	49%
F08 (Goal 2)	MAT - Q#4	6	36	63	57%
F08 (Goal 2)	MAT - Q#5	6	32	63	51%
F08 (Goal 2)	MAT - Q#7	6	4	63	6%
F08 (Goal 2)	MAT -Q#11	6	27	63	43%
F08 (Goal 2)	MAT -Q#13	6	30	63	48%
F08 (Goal 2)	MAT - Q#14	6	58	63	92%
F08 (Goal 2)	MAT - Q#15	6	36	63	57%
F08 (Goal 2)	MAT - Q#16	6	22	63	35%
F08 (Goal 5)	MAT - Q#2	6	6	63	10%
F08 (Goal 5)	MAT - Q#6	6	33	63	52%

F08 (Goal 5)	MAT - Q#8	6	50	63	79%
F08 (Goal 5)	MAT - Q#9	6	25	63	40%
F08 (Goal 5)	MAT - Q#10	6	29	63	46%
F08 (Goal 5)	MAT - Q#12	6	30	63	48%
F08 (Goal 5)	MAT - Q#17	6	39	63	62%
F08 (Goal 5)	MAT - Q#18	6	27	63	43%
F08 (Goal 5)	MAT - Q#19	6	46	63	73%
F08 (Goal 5)	MAT - Q#20	6	40	63	64%

Averaging performance across the ten questions related to Goal #2, students performed correctly 50.3% of the time. Using a standard of 70% to indicate an acceptable level of learning for the goal, these results would suggest that students have not adequately mastered the goal. It is worth noting, however, that performance on one of the ten questions was significantly lower than the other questions (6%). If this question is omitted from the average, performance rises to 55.1%. This question in particular should be examined for validity. If found to be invalid, the item should be replaced. Alternatively, if found to be valid, consideration of how closely the item relates to the goal that it corresponds to should be addressed. Curriculum change may be necessary to ensure student learning.

Averaging performance across the ten questions related to Goal #5, students performed correctly 51.7% of the time. Using a standard of 70% to indicate an acceptable level of learning for the goal, these results would suggest that students have not adequately mastered the goal. It is again worth noting, however, that performance on one of the ten questions was significantly lower than the other questions (10%). If this question is omitted from the average, performance rises to 56.3%. This question in particular should be examined for validity. If found to be invalid, the item should be replaced. Alternatively, if found to be valid, consideration of how closely the item relates to the goal that it corresponds to should be addressed. Curriculum change may be necessary to ensure student learning.

**Overall Conclusions:** The assessment committee examined and discussed these results. In addition, the assessment committee is preparing to discuss these results at the next Management Department meeting. Our general target is to have a pass rate of approximately 70% for all goals. While we are within that range for our Spring 2008 results, our Fall 2008 results indicate we most likely need to refine some of the items in the MAT. Since we administered the MAT for the first time in the Fall 2008 semester,

some item refinement is to be expected. In addition, we will discuss with the Management Department where possible curriculum changes might be made.

**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.

In order to work towards program improvement as a result of our assessment activities, we present assessment results at a Management Department meeting at the end of the semester and encourage discussion on ways to improve student learning. We have created a list of common Student Learning Outcomes for the multi-section courses offered in our department in order to assist in building a culture of assessment. The new Management culminating exam will be refined further and will be used as a tool to determine (with Management Department input) where curriculum change or resource allocation might be needed. In the future, we also will examine whether factors (such as which classes were taken) affect assessment results.

**Report completed by:** Amy Randel

**Date:** March 10, 2009

## APPENDIX A

### **BSBA GENERAL MANAGEMENT ASSESSMENT PLAN**

#### **Mission/Vision Statement**

The mission of the undergraduate program in Management is to educate students on the roles and responsibilities of managing within an organization.

#### **GOALS AND STUDENT LEARNING OUTCOMES:**

##### **I. Demonstrate knowledge of the international nature of management.**

###### **Student Learning Outcomes:**

**SLO #1.1:** Identify the cultural dimensions that distinguish different countries on work-related attitudes.

**SLO #1.2:** Analyze how different countries require different strategies.

**SLO #1.3:** Explain how business practices vary in different countries.

- **Content Delivered in:** MGT 350, MGT 405, & MGT 357.
- **Assessment Method:** Culminating exam (Management Assessment Test (MAT) administered in MGT 405 (capstone course)).

##### **II. Demonstrate knowledge of the analysis, formulation and implementation of strategy in established or entrepreneurial organizations.**

###### **Student Learning Outcomes:**

**SLO #2.1:** Apply strategic theories and frameworks to organizations in a global context.

**SLO #2.2:** Integrate functional areas into strategic business problems from a general management perspective.

- **Content Delivered in:** MGT 405, MGT 450, and/or MGT 401
- **Assessment Method:** Culminating exam (Management Assessment Test (MAT)) administered in MGT 405 (capstone course).

##### **III. Demonstrate knowledge of ethical frameworks and theories and how to apply them in business situations.**

###### **Student Learning Outcomes:**

**SLO #3.1:** Apply 4-6 ethical theories to current business situations.

**SLO #3.2:** Explain the philosophical arguments for and criticisms of 4-6 ethical theories.

- **Content Delivered in:** MGT 356
- **Assessment Method:** Essay exam questions in MGT 356.

#### **IV. Demonstrate knowledge in the area of leadership.**

##### **Student Learning Outcomes:**

**SLO #4.1:** Analyze the applicability of leadership skills/practices in different situations.

- **Assessment Method:** Individual paper assignment or exam questions in MGT 475.

**SLO #4.2:** Describe and apply leadership theories.

- **Assessment Method:** Exam questions in MGT 350.
- **Content Delivered in:** MGT 475 and MGT 350.

#### **V. Demonstrate knowledge of the organizational processes of acquiring, developing, evaluating, and rewarding human resources.**

##### **Student Learning Outcomes:**

**SLO #5.1:** Identify issues involved with acquiring human resources including job analysis, HR planning, equal opportunity law, recruitment, and selection.

**SLO #5.2:** Identify issues related to developing, evaluating, and rewarding human resources via training, performance management and compensation systems.

- **Content Delivered in:** MGT 352.
- **Assessment Method:** Culminating exam (Management Assessment Test (MAT) administered in MGT 405 (capstone course)).

### Assessment Timeline

Timeline represents a three year cycle.

GOAL	SLO	1 <sup>ST</sup> Cycle	2 <sup>nd</sup> Cycle
1	1.1, 1.2, 1.3	Fall 2010	Fall 2013
2	2.1, 2.2	Fall 2011	Fall 2014
3	3.1, 3.2	Fall 2009	Fall 2012
4	4.1, 4.2	Spring 2009 (SLO 4.2) Fall 2009 (SLO 4.1)	Spring 2012 (SLO 4.2) Fall 2012 (SLO 4.1)
5	5.1, 5.2	Fall 2011	Fall 2014

### BSBA General Management Map

SLO	MGT 350	MGT 352	MGT 356	MGT 357	MGT 401	MGT 405	MGT 450	MGT 475
1.1	X			X				
1.2				X		X		
1.3				X				
2.1						X	X	
2.2					X	X	X	
3.1			X					
3.2			X					
4.1								X
4.2	X							
5.1		X						
5.2		X						

*(X indicates required courses in which content related to SLO is delivered.)*

### DATA COLLECTION STRATEGY

Data will be collected either by instructors teaching in the courses linked to each objective or by instructors teaching in MGT405 (where the Management Assessment Test (MAT) is administered). 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.

### **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 B

**1) If a company desires predictable behavior, it should \_\_\_\_ authority and adopt a(n) \_\_\_\_ structure.**

- a) centralize/organic
- b) decentralize/organic
- c) centralize/mechanistic
- d) decentralize/mechanistic

**2) When an organization decides on an organic structure, which of the following best characterizes the design choices it has made:**

- a) centralization and simple integrating mechanisms
- b) decentralization and mutual adjustment
- c) mutual adjustment and standardization
- d) decentralization and clearly defined hierarchy of authority

**3) Which of the following structures fosters a low-cost culture?**

- a) mechanistic structure
- b) organic structure
- c) matrix structure
- d) market structure

## APPENDIX C

### Sample Management Assessment Test (MAT) Questions

**1) Elements in an effective HR planning process must include all of the following EXCEPT:**

- a) Making forecasts of labor demand.
- b) Determining compensation levels for jobs.
- c) Performing internal and external labor supply analyses.
- d) Balancing supply and demand considerations.

**2) Being a successful cost leader entails:**

- a) Concentrating on a narrow portion of the value chain and abandoning all other activities that create costs
- b) Being a first-mover in pursuing backward and forward integration and controlling as much of the value chain as possible
- c) Outmanaging rivals in controlling cost and finding creative ways to cut cost-producing activities out of the value chain
- d) Being a heavy user of offensive strategies and a light user of defensive strategies
- e) Both B and D

**3) The approach to recruitment that informs applicants about all aspects of the job, including both desirable and undesirable facets, is called:**

- a) Honest recruiting.
- b) Realistic job preview.
- c) Balance recruiting.
- d) Negative/positive job assessment.

**4) The organizational structure of a firm pursuing a global strategy is likely to involve:**

- a) Forming subsidiary companies in each host country and making sure each country operates in a manner tailored to fit host country conditions very closely
- b) A global organization structure where corporate headquarters retains control over major strategic decisions and where there's extensive cross-country coordination of strategy-related decisions and activities
- c) Having manufacturing plants and sales and marketing offices in each country where it operates
- d) Giving country managers full responsibility and authority over the firm's operations in their assigned country
- e) Delegating authority to largely autonomous foreign divisions.