

**Student Learning Outcomes Committee 2011**  
**Department/Program Assessment Results Report**

Department/Program Management Degree/Program BSBA in Management  
Date Submitted April 1, 2011

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 the feedback received last year, we worked on improving our "closing the loop" activities beyond refinement in the assessment process. We divided the department into subgroups based on the areas represented by the goals in our department assessment plan (shown in Appendix A). Each subgroup discussed specific ways to close the loop based on available data with a focus on changes that could be implemented to improve student learning.

In addition, we have continued to develop and improve our culminating exam (the Management Assessment Test (MAT)) since the MAT assessed different goals and student learning outcomes in Fall of 2010 relative to the other time that we administered a version of this exam (Fall 2009).

**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 Fall of 2010, we assessed the following goal and its associated SLOs with the MAT:

Goal 1: Demonstrate knowledge of the international nature of management.

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.

We also pilot-tested 5 items for future use in assessing the following goal and its associated SLOs:

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.

- 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 Fall 2011, we will assess the following goals and their associated SLOs with the culminating MAT exam:

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.

### **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.

Each fall we administer the Management Assessment Test (MAT) in MGT 405, the capstone course for all management (and business administration) majors. In the Fall 2010, a total of 88 management majors in 6 out of 7 sections of MGT 405 completed the MAT. Items included on this test are changed yearly depending on the goal(s) that are being assessed. Please see Appendix B for a copy of Fall 2010 version of the MAT used to assess Goal 1 and pilot-test items for Goal 2.

- B. Please note that the expectation here is that programs will make use of *direct* measures of student learning outcomes.

In the Fall of 2010, we administered the MAT to assess Goal 1 (SLOs 1 & 2) and pilot test a group of items for Goal 2 (SLOs 1 & 2). There were 15 questions written to assess Goal 1 (5 items each for SLOs 1.1, 1.2, and 1.3). Five items were pilot tested for future

assessment of Goal 2. Appendix C shows which Fall 2010 MAT items were used to assess which SLOs.

**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.]

**Fall 2010: MAT** – We collected data via the MAT on 15 exam questions for the three SLOs that are subsumed under Goal 1. The results are as follows:

SLO	MAT Item #	# of students who answered item correctly	% of students who answered item correctly	Average % of students answering overall SLO questions correctly
1.1	1	78	85%	
1.1	2	76	83%	
1.1	10	74	80%	
1.1	14	76	83%	
1.1	19	9	10%	
1.1	1,2,10, 14,19			68.2%
1.2	5	47	51%	
1.2	6	47	51%	
1.2	7	28	30%	
1.2	8	41	45%	
1.2	11	45	49%	

1.2	5, 6, 7, 8,11			45.2%
1.3	4	24	26%	
1.3	9	33	36%	
1.3	12	86	93%	
1.3	13	90	98%	
1.3	15	44	48%	
1.3	4,9,12, 13,15			60.2%

We will use 60% as a standard indicating an acceptable level of learning for a goal given that the MAT was an out-of-class assessment and students often had to recall information from previous semesters. Based on a standard of 60% to indicate an acceptable level of learning for the goal, these results suggest that students have adequately mastered SLO 1.1 and 1.3, respectively. Students, however, did not meet the standard for SLO 1.2.

For SLO 1.1, it is worth noting that performance on one of the items was significantly lower than the other items (10%). If this item is omitted from the average, goal performance rises to 63% and performance on SLO 1.1 rises to 83%. It is an outlier among the SLO 1.1 items with all other items having a pass rate above 80%. This item should be examined for validity. If found to be invalid, the item should be replaced. Alternatively, if the item is found to be valid, curriculum change may be necessary to ensure student learning. Overall, students appear to be learning the concepts associated with SLOs 1.1 and 1.3. The assessment results for SLO 1.2 have been examined by a relevant closing the loop subgroup to see how student learning with respect to this SLO could be improved. Ways to improve student learning with respect to SLO 1.2 are outlined in the summary of our closing the loop subgroup discussions (Appendix D).

**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. While we are in the range of having a 60% or higher pass rate with respect to most of our MAT results, our closing the loop subgroup discussions have generated numerous suggestions that we are implementing or planning on implementing in the near future. In addition, we will discuss with the Management Department where possible curriculum changes might be made in the courses in which the information pertaining to SLO 1.2 is presented.

**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.

Subgroups of Management Department faculty and instructors have met to discuss closing the loop activities based on our assessment results from 2009 as well as 2010 (MAT questions). Please see Appendix D for a summary of the closing the loop subgroup discussions. Plans have been made for the organizers of each subgroup (members of the Management Department assessment committee) to follow up on these closing the loop suggestions.

**Report completed by:** Amy Randel

**Date:** March 31, 2011

## 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% for each student learning outcome when in-class (formative) assessment is administered and a 60% passing rate for out-of class (summative) assessment. It is common practice to have a lower passing rate for summative assessment (relative to formative assessment) due to the longer duration of time that elapses between knowledge acquisition and testing. In addition, we aim to continually make our assessment plans more strategic and in alignment with new programs.

## APPENDIX B

### Fall 2010 Management Assessment Test (MAT) Questions

- 1) Hofstede's research on cultural differences is important because:
  - a. it casted doubt on the universal applicability of management theories
  - b. it suggested that gender is more important than national culture
  - c. it showed that national culture is not important in work-related attitudes
  - d. it showed that individuals do not vary on work-related attitudes
  
- 2) Hofstede's cross-cultural research found that Japanese managers valued:
  - a. High risk taking
  - b. Group decisions
  - c. A short-time perspective
  - d. Individualism
  
- 3) Which of the following describes the most typical order of entry into foreign markets?
  - a. franchising, licensing, exporting, joint venture, and wholly owned subsidiary
  - b. exporting, licensing, franchising, joint venture, and wholly owned subsidiary
  - c. licensing, exporting, franchising, joint venture, and wholly owned subsidiary
  - d. exporting, franchising, licensing, joint venture, and wholly owned subsidiary
  
- 4) The vast majority of large firms throughout continental Europe, Asia, Latin America, and Africa feature:
  - a. State ownership
  - b. Concentrated family ownership
  - c. Diffused ownership
  - d. Diffused state ownership
  
- 5) High pressure for local adaptation combined with high pressure for lower costs would suggest what type of international strategy?
  - a. global
  - b. multidomestic
  - c. transnational
  - d. differentiation
  
- 6) \_\_\_\_\_ are most appropriate where a firm already has the appropriate knowledge and capabilities that it can leverage rather easily through multiple locations in many countries.
  - a. Joint ventures
  - b. Strategic alliances
  - c. Licensing agreements
  - d. Wholly owned subsidiaries

7) Which of the following is a disadvantage of a transnational strategy?

- a. Less ability to realize cost savings through scale economies.
- b. Limited ability to adapt to local markets.
- c. Unique managerial challenges in fostering knowledge transfer.
- d. Single locations may lead to higher tariffs and transportation costs.

8) Which one of the following is one of Theodore Levitt's assumptions supporting a pure global strategy?

- a. Consumers are willing to pay more for specific product features.
- b. Customer needs and interests are becoming more dissimilar.
- c. If the world markets are treated as heterogeneous, substantial economies of scale are easily achieved.
- d. MNCs can compete with aggressive pricing on low cost products that meet the common needs of global consumers.

9) U.S. managers believe that to motivate workers, it is necessary to satisfy their:

- a. higher-order needs.
- b. safety needs.
- c. lower-order needs.
- d. physiological needs.

10) According to Hofstede's research, U.S. managers tend to exhibit which of the following cultural characteristics:

- a. Individualism
- b. Collectivism
- c. Femininity
- d. High position power

11) Which of the following types of international firms are most likely to benefit from a global strategy as opposed to a multidomestic strategy?

- a. Firms that compete in industries in which consumer preferences vary substantially in each country.
- b. Firms in industries that are expanding very rapidly.
- c. Firms in industries that have value added by sales and marketing departments.
- d. Firms in industries that have much value added in research and design or manufacturing.

12) An effective manager operating internationally needs to

- a. study abroad for several years
- b. use the same management style as his home country
- c. act in a manner appropriate for the setting in which he/she is located
- d. be a risk taker

13) \_\_\_\_\_ occurs when activities that were once part of a company's internal operation, are performed by other firms outside of the U.S. at a lower cost.

- a. Remote distancing
- b. Telecommuting
- c. Outsourcing
- d. Open-sourcing

14) 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.

15) The resource-based view argues that foreign firms need to:

- a. Understand regulatory risks.
- b. Employ overwhelming resources and capabilities to offset the liability of foreignness.
- c. Understand the rules governing investing.
- d. Be aware of trade and investment barriers.

16) According to Michael Porter's framework all of the following factors affect a nation's competitiveness *except*

- a. factor conditions.
- b. demand characteristics.
- c. related and supported industries.
- d. policies that protect the nation's domestic competitors.

17) A localization strategy is based on which of the following ideas?

- a. There is a convergence in the tastes of consumers in different nations of the world.
- b. There are substantial economies of scale to be realized from centralizing global production.
- c. Consumer tastes and preferences differ among national markets.
- d. There are cost advantages associated with manufacturing a standard product for global consumption.
- e. Competitive strategy should be centralized at the world head office.

18) Functional managers

- a. are responsible for the specific business functions or operations that constitute a company or one of its divisions.
- b. look at the overall picture of a corporation.
- c. have no strategic role.
- d. formulate generic strategies.
- e. execute business-level decisions.

19) A country that is not afraid to take risks would exemplify the following cultural dimension:

- a. Individualism
- b. Collectivism
- c. High uncertainty avoidance
- d. Low uncertainty avoidance
- e. None of the above

20) The resources and capabilities that lead to the formation of distinctive competencies are mostly created at which level of the organization?

- a. Business
- b. Functional
- c. Corporate
- d. Global
- e. Industry

**21) What is your major?**

- a. Management
- b. Human Resources Management
- c. Entrepreneurship

**22. Have you completed MGT 357?**

- a. Yes
- b. No

## APPENDIX C

### Correspondence Between Student Learning Outcomes and Management Assessment Test (MAT) Question Numbers

SLO Number	Corresponding MAT Question Numbers
1.1	# 1, 2, 10, 14, 19
1.2	#5, 6, 7, 8, 11
1.3	#4, 9, 12, 13, 15
2.1	#3, 16, 17
2.2	#18, 20

**APPENDIX D**  
**Closing the Loop Activities**

**Closing the Loop Activities Generated by the Strategy/Entrepreneurship  
Subgroup:**

Activities regarding SLO #1.2:

1. Revisit the wording on the questions and develop a battery of questions based on input from a core group of MGT 405 faculty.
2. Solicit feedback from Mgt. 405 instructors for that semester before finalizing items to be included in the MAT test.
3. While there has been effort directed toward developing a list of core concepts and sharing these with MGT 405 instructors, so far the bulk of the coordination efforts have centered on crashing and making sure that students entering this course have taken all pre-requisites. Now it is important that we:
  - Commit to having a core group of tenure track faculty and lecturers repeatedly teaching this course.
  - Coordinate the course content more by
    - aggressively distributing to those teaching MGT 405 the list of core concepts that need to be covered in the course (this was developed by tenure track faculty a couple of years back);
    - have those teaching MGT 405 indicate how these core concepts are covered and assessed;
    - distributing to Mgt 405 instructors the assessment results so that they can make appropriate curriculum changes in the following semesters.
  - Make sure that the material associated with the SLO being assessed has been covered before the MAT is administered
4. International strategy section of the course needs to be stressed and the chapter needs more attention in the course.
  - We need to direct at least two sessions (online or face-to-face time) to this material.
  - Make sure that we incorporate a discussion of a few examples that illustrate when different countries require different approaches.
  - Include an assignment or two which requires students to apply the concepts to a few case situations

## **Closing the Loop Activities Generated by the Organizational Behavior Subgroup:**

**Ideas for closing the loop on SLO #4.1:** Analyze the applicability of leadership skills/practices in different situations.

- Team presentation targeted at 4.1

**Ideas for closing the loop on SLO #4.2:** Describe and apply leadership theories.

- Look for mini-cases on leadership to use in class
- Look into video simulation to use for assignments

## **Closing the Loop Activities Generated by the Human Resources Subgroup:**

**Goal 5: Identify issues related to organizational processes of acquiring, developing, evaluating, and rewarding human resources.**

Closing the loop activities:

This cycle represented the first time this goal was assessed outside of the class (MGT 352 – Human Resource Management) that the information was presented. It was anticipated that there would be a student performance decrement on this goal given this was the first time that goal assessment was moved out of the class in which the material was covered. The last time this goal was assessed, the pass rate was over 70%. The 10 items included on the Management Assessment Test to assess the HR goal were also newly developed. Given the information presented (presumably) did not change, but the assessment method did (both in terms of items used and moving assessment out of the class in which the information was presented), we feel that it would be premature to use these results to make programmatic changes to the curriculum of MGT 352.

The steps that we are taking in light of the results of this latest cycle of assessment for this goal are:

1. Share results of the current HR goal assessment to all MGT 352 instructors so that individual instructors can focus additional efforts on the topics in which students seem to be underperforming.
2. Going forward, we will revise the items used for assessing the HR goal. We will use items that MGT 352 instructors have used over multiple semesters with a known track record that cover the issues that we want to assess.



3. The next cycle in which the HR goal is assessed, we will collect data on how many semesters have passed since the student took MGT 352 and when they are completing the MAT to see what (if any) relationship exists between performance and time lag.
4. Provide the revised items to MGT 352 instructors at the beginning of each semester so that they can make sure they are adequately covering the issues in class and include items (if they desire) on their own exams.
5. Update MGT 352 instructors (both ongoing and new instructors) each semester with respect to assessment issues to keep them up to date on assessment issues with respect to the HR goal.
6. Despite concerns with the validity some of the items, the human resource management faculty have discussed ways to make changes to the curriculum to improve performance on some of the lowest performing items (these curriculum changes are noted below each item that follows). Below we indicate the changes recommended regarding the lowest performance items:

**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.

Upon further consideration, all response options could be viewed as correct responses, so that confound will be corrected during the next round of assessment.

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

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

More time in class could be devoted to discussing the recruitment message, specifically using a realistic job preview approach. Adding to the discussion, students could be asked to provide examples of what a realistic job preview might look like.

**The legislative act that bars discrimination on gender, race, religion, and national origin in all HR activities, including hiring, training, pay, and other conditions of employment, is known as the:**

- a. Equal Pay Act of 1963.
- b. Title VII of the Civil Rights Act of 1964.
- c. Equal Employment Act of 1972.
- d. Civil Rights Act of 1991.

More time could be spent discussing Title VII in terms of the protected groups and protected activities covered by this law. In addition, more discussion could focus on differentiating this law from other equal employment opportunity laws.

**The steps, or phases, of a systems approach to training in chronological order include:**

- a. Needs assessment, program design, program implementation, and evaluation.
- b. Organization analysis, task analysis, person analysis, and performance analysis.
- c. Needs assessment, organization assessment, program implementation, and evaluation.
- d. Organization assessment, KSA assessment, person assessment, and evaluation.

All parts of all response options are included in the systems approach to training, though some are sub-parts of the phases, which may have explained the students' poor performance. In terms of curriculum change, students can be engaged in a class exercise in which they select a training program topic and then break it down in terms what needs to be done under each phase of the systems approach to implement the program.