

BSBA GENERAL MANAGEMENT
ASSESSMENT PLAN
(REV. 11/6/15)

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. The program prepares students to be well-rounded, ethical leaders in a global economy.

Program Learning Goals and Degree Learning Outcomes:

1. Demonstrate knowledge of the international nature of management.

Degree Learning Outcomes:

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

DLO #1.2: Explain how business practices vary in different countries.

- Assessment Method: Culminating exam (Management Assessment Test (MAT) administered in MGT 405 (capstone course).
- Assessment Timing:

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

Degree Learning Outcomes:

DLO #2.1: Identify and apply relevant concepts, frameworks, and techniques to identify opportunities and problems of firms competing in a global business context, and formulate and implement appropriate strategies.

DLO #2.2: Identify and apply relevant concepts, frameworks, and techniques to identify and address strategic business issues from a general management perspective, cutting across functional areas.

- Assessment Method: Culminating exam (Management Assessment Test (MAT) administered in MGT 405 (capstone course).
- Assessment Timing:

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

Degree Learning Outcomes:

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

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

- Assessment Method: Essay exam questions in MGT 444
- Assessment Timing:

4. Demonstrate knowledge in the area of leadership.

Degree Learning Outcomes:

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

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

DLO #4.2: Describe and apply leadership theories.

- Assessment Method: Exam questions in MGT 350.
- Assessment Timing:

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

Degree Learning Outcomes:

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

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

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

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

Relevant members of the Management Department will convene after assessment results are collected to review assessment results and to make recommendations for changes prior to the next assessment period. We expect that the average percentage of students correctly answering questions corresponding to a student learning outcome to be 70% (for in-class assessment) and 60% (for outside of class assessment). It is common practice to have a lower passing rate for in-class 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.