



# Student Learning Assessment Report, Academic

Report Year

2022-2023

Program

Management Major

Department Head

Paul Thurston

Submitted By

Paul Thurston

Date Submitted

6/4/2024

Previously Submitted Reports

2021-2022 Management Major

Mission

The Management Department prepares students to manage resources, make informed decisions, and lead with integrity in a complex and increasingly connected world. Management students participate in real-world, applied learning experiences to develop critical competencies that prepare them to serve their organizations and society. Our students graduate with the knowledge and skills needed for successful careers in public, private, and nonprofit organizations, and for graduate education. The Management Department programs provide flexibility for students to pursue their individual interests. Students select electives that allow them to specialize in Applied Leadership, Entrepreneurship and Small Business Administration, International Management, Project Management, Strategic Human Resource Development, and Strategic Management. (Revised October 2020.)

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

DECISION MAKING AND PLANNING. Gather and analyze information, define problems and opportunities, evaluate alternatives, and recommend socially responsible actions.

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Students wrote a report in response to a complex management case.

When does assessment occur?

While students take MGMT 336.

How often does assessment occur?

Every year

Criteria (How do you know students are achieving learning outcome?)

Given a complex case or project, students can scope the decision situation to identify symptoms and underlying problems, collect valid and reliable information in a respectful and unbiased manner, form and evaluate alternatives based on likely consequences, make recommendations, and use disciplinary specific knowledge to develop implementation plans. Students are scored on each of these five elements (Exceeds Standards: above 90%; Meets Standards: 70% - 90%; Does not meet Standards: less than 70%). Overall criteria is 80% meets or exceeds standards.

### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

n = 33

Scope the decision situation to identify symptoms and underlying problems

Exceeds – 11

Meets – 22

Does not meet – 0

Collect valid and reliable information in a respectful and unbiased manner

Exceeds – 14

Meets – 19

Does not meet – 0

Form and evaluate alternatives based on likely consequences

Exceeds – 4

Meets – 29

Does not meet – 0

Make recommendations

Exceeds – 16

Meets – 17

Does not meet – 0

Use disciplinary specific knowledge to develop implementation plans.

Exceeds – 13

Meets – 20

Does not meet – 0

#### OVERALL RESULTS

Exceeds 35%

Meets 65%

Does not meet 0%

#### Learning Outcome Met? (Based on Criteria)

Yes

#### 5. Use of Results (Discussing/ using results)

We continued to emphasize the decision-making process as the context for learning and applying research methods, closely connecting the need to collect valid and reliable information. In the past students have adequately described validity and reliability. This year again we connected these concepts to particular data collection methods (e.g., how does validity differ between observation and quasi-experiments?). A greater emphasis was placed on distinguishing symptoms and underlying problems.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

INNOVATION AND ENTREPRENEURSHIP. Develop new ideas and concepts, acquire resources, and take calculated risks.

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Students wrote a report in response to a complex management case.

#### When does assessment occur?

While students take MGMT 336.

#### How often does assessment occur?

Every year

#### Criteria (How do you know students are achieving learning outcome?)

Given a novel challenge, students develop a strategy to produce and test a minimum viable product or service; communicate persuasively to gain support and acquire resources. Students develop a tolerance for "qualified failure" as they receive feedback and proceed towards implementation of a viable idea. Students are scored on each of these three elements (Exceeds Standards: above 90%; Meets Standards: 70% - 90%; Does not meet Standards: less than 70%). Overall criteria is 80% meets or exceeds standards.

#### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

n = 33

Exceeds – 10 (30%)

Meets – 23 (70%)

Does not meet – 0

#### Learning Outcome Met? (Based on Criteria)

Yes

#### 5. Use of Results (Discussing/ using results)

The course is designed to help students learn fundamental research methods managers use to develop working theories, assess those theories, and then test those theories through interventions in controlled and quasi-controlled environments.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

OPERATIONS MANAGEMENT. Enhance quality, improve service, increase productivity, manage supply chains, and improve flexibility to meet changing customer needs.

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Project management case study and exams.

#### When does assessment occur?

While students take BAAS 300.

#### How often does assessment occur?

Every year.

#### Criteria (How do you know students are achieving learning outcome?)

Given a scenario, students can develop a project management or process improvement plan that collects and analyzes information, evaluates uncertainty, identifies and organizes activities, and controls the execution of tasks. Students are scored on each of these four elements (Exceeds Standards: above 90%; Meets Standards: 70% - 90%; Does not meet Standards: less than 70%). Overall criteria is 80% meets or exceeds standards.

#### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

n = 32

**PM Plan (collects and analyzes information)**

- Exceeds - 8
- Meets - 19
- Does not meet - 5

**Decision Making (evaluates uncertainty)**

- Exceeds - 15
- Meets - 14
- Does not meet - 3

**Inventory Management (identifies and organizes activities)**

- Exceeds - 12
- Meets - 18
- Does not meet - 2

**Quality and Performance (controls the execution of tasks)**

- Exceeds - 13
- Meets - 14
- Does not meet - 5

**OVERALL RESULTS**

- Exceeds 38%
- Meets 50%
- Does not meet 12%

**Learning Outcome Met? (Based on Criteria)**

Yes

**5. Use of Results (Discussing/ using results)**

Some students struggled with the fundamental concepts. Best performance on decision making. Some students seem to struggle with the statistics required for the quality and performance topics.

## Assessment

**1. Major/Program Student Learning Outcomes**

*Student will be able to...*

HUMAN RESOURCE DEVELOPMENT AND ORGANIZATIONAL DESIGN.  
Recruit, select, develop, organize and socialize a diverse workforce to achieve organizational goals.

**2. Phase**

*Check all that apply*

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

**3. Assessment Procedures (Planning/ determining)**

**Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)**

Smith-Hunter: Used 4 Harvard Business cases throughout the semester. Each week, students had weekly Assignments that had them applying the concepts from the chapters to the weekly homework assignments. A semester long case also repeated this concept. Kelly: Utilized short case studies and Nkomo workbook exercises to allow students to apply and practice these concepts. Assessment data collected via case study assignment towards the end of the semester.

**When does assessment occur?**

Towards the end of the semester while students take MGMT332.

**How often does assessment occur?**

Every semester.

**Criteria (How do you know students are achieving learning outcome?)**

Given scenarios, students can create and implement a recruiting and selection plan, identify relevant individual characteristics and recommend appropriate systems or supports, identify organizational structures and describe their advantages and disadvantages, and identify the cultural forces that affect employee behaviors and provide recommendations for change. Students are scored on each of these four elements (Exceeds Standards: above 90%; Meets Standards: 70% - 90%; Does not meet Standards: less than 70%). Overall criteria is 80% meets or exceeds standards.

#### 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

n = 30

Recruit, select, develop, and retain a diverse workforce to achieve organizational goals  
Exceeds - 12  
Meets - 17  
Does not meet - 1

Gather and analyze information, define problems and opportunities, evaluate alternatives, and recommend actions that consider the legal issues and moral implications involved in human resource management.  
Exceeds - 10  
Meets - 19  
Does not meet - 1

Write an effective argument paper, using a variety of sources, for the purpose of informing, influencing, motivating and counseling organizational members on human resource issues.  
Exceeds - 9  
Meets - 21  
Does not meet - 0

OVERALL RESULTS

Exceeds	34%
Meets	63%
Does not meet	2%

#### Learning Outcome Met? (Based on Criteria)

Yes

#### 5. Use of Results (Discussing/ using results)

Most students understood Strategic Human Resource Management concepts and could integrate them throughout the semester. We continued to emphasize each of these specific functions of HR and the strategic role and importance of HR in every aspect of running a business. We emphasize these functions and concepts in class discussions, applied homework assignments, and in-class exercises.

## Assessment

### 1. Major/Program Student Learning Outcomes

Student will be able to...

TEAMWORK AND LEADERSHIP. Collaborate productively with others and lead with integrity in a complex and changing world.

### 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

### 3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Students individually develop a sustainable change proposal that applies course concepts to improve effectiveness, efficiency and/or engagement. A sustainable change is achieved through multiple action-reflection cycles resulting in the creation of productive habits, norms, and/or culture. Students prepare for and conduct meetings, summarize results, and provide and receive feedback while working on a team change project. As part of their final exam, students reflect on their and experiences and feedback, assess their abilities and develop goals for improvement in their final reflection.

#### When does assessment occur?

In MGMT 329

## How often does assessment occur?

Every semester

## Criteria (How do you know students are achieving learning outcome?)

Based on self reflection and feedback from others, students can form an accurate assessment of their abilities to contribute as individuals, collaborate as team members, hold others accountable for doing assigned work, and build plans to improve. Given scenarios, students can tap into widely available and reputable resources to develop appropriate individual or group motivation plans and actions needed to build a high performing team. Students can prepare for and conduct a meeting so that all can participate, and produce a summary that captures information shared, decisions made and actions required. Students are scored on each of the elements (Exceeds Standards: above 90%; Meets Standards: 70% - 90%; Does not meet Standards: less than 70%). Overall criteria is 80% meets or exceeds standards.

## 4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)

n = 36

Reflection (students reflect on experiences and feedback received; assess abilities to contribute, collaborate, and hold others accountable; and develop plans to improve)

Exceeds - 12

Meets - 24

Does not meet - 0

Application (apply available and reputable resources to develop appropriate individual or group motivation plans and actions needed to build a high performing team)

Exceeds - 20

Meets - 16

Does not meet - 0

### OVERALL RESULTS

Exceeds 44%

Meets 56%

Does not meet 0%

## Learning Outcome Met? (Based on Criteria)

Yes

## 5. Use of Results (Discussing/ using results)

Student performance is satisfactory. Students had opportunities to work in teams for several class exercises and then give and receive feedback.

# Assessment

## 1. Major/Program Student Learning Outcomes

Student will be able to...

COMMUNICATION. Use various methods and media to inform, influence, and collaborate with diverse audiences.

## 2. Phase

Check all that apply

- Planning/ determining procedure
- Planning/ Redesigning based on past assessment
- Collecting/ analyzing assessment data
- Discussing/ using result
- Determining if Changes had an Impact on Student Learning
- Objective not assessed this year

## 3. Assessment Procedures (Planning/ determining)

Method: (ex. tests, presentations, research paper, describe the assessment course and student sample when it is applicable, etc.)

Students in this class complete 4 short written assignments encompassing various business communication forms. They craft internal and external emails, persuasive messages, bad new messages, and construct a cover letter. Students complete two oral presentations (one individual and one group). Students also complete one individual case analysis and one written group case analysis.

Students complete an ungraded mock interview and receive peer/instructor feedback. Students complete various ungraded activities in class simulating business communication issues (meetings, negotiations, apologies, negative feedback, etc).

**When does assessment occur?**

While students take MGMT 313.

**How often does assessment occur?**

Every year.

**Criteria (How do you know students are achieving learning outcome?)**

Given a situation where the appropriate method, media, audience, and message are unspecified, students can follow the process and create appropriate and effective communications. Students can access their quality examples of handwritten personal notes, formal letters, executive summaries, memos, proposals, posts to social media, and emails to subordinates, coworkers, and people higher in the organization. Students have given oral presentations with visual aids, and led discussions in small groups, in face-to-face meetings, and through audio-video conferencing. Students can develop a plan for a difficult conversation. Students have a good assessment of their abilities to listen actively, empathetically, and reflectively. Students have participated in virtual mock interviews. Students are scored on each of the elements (Exceeds Standards: above 90%; Meets Standards: 70% - 90%; Does not meet Standards: less than 70%). Overall criteria is 80% meets or exceeds standards.

**4. Assessment Results (Collecting/ analyzing, please identify the sample size and course number when appropriate)**

n = 29

Email Communication

Exceeds – 19

Meets – 10

Does not Meet – 0

Persuasive

Exceeds – 4

Meets – 23

Does not Meet – 2

Bad News Message

Exceeds – 20

Meets – 9

Does not Meet – 0

Cover Letter

Exceeds – 25

Meets – 4

Does not Meet – 0

OVERALL RESULTS

Exceeds 59%

Meets 40%

Does not meet 1%

**Learning Outcome Met? (Based on Criteria)**

Yes

**5. Use of Results (Discussing/ using results)**

Overall performance of students was satisfactory. Current assessment modes might change as new activities and assignments are introduced to the course.

# Package History

Date	User	Action
6/4/2024 3:28:55 PM	Paul Thurston	Submitted 'Student Learning Assessment Report'
6/4/2024 3:29:53 PM	Paul Thurston	Received
6/4/2024 3:29:53 PM	School of Business - Asst. Dean	Received
6/4/2024 3:29:53 PM	School of Business - Dean	Received
6/4/2024 3:29:53 PM	Joseph McCollum	Received
6/4/2024 3:29:53 PM	School of Science - Asst. Dean	Received
6/4/2024 3:29:54 PM	Provost and Senior Vice President	Received
6/4/2024 3:29:54 PM	Institutional Effectiveness	Received
6/4/2024 4:18:32 PM	Margaret Madden	Decision Approved on step 'Provost and Senior Vice President'
6/4/2024 4:50:00 PM	Paul Thurston	Decision Approved on step 'Department Head'
6/6/2024 3:32:36 PM	Lisa Yu	Decision Approved on step 'Institutional Effectiveness'