

## **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. Employ 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. Analyze, formulate, and develop methods for implementing strategies 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. Apply ethical frameworks and theories 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. Apply leadership theories and competencies in business situations.**

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

**SLO #4.1:** Describe and apply leadership theories.

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

**SLO #4.2:** Analyze the applicability of leadership skills/practices in different situations.

- **Assessment Method:** Individual paper assignment or exam questions in MGT 475.
- **Content Delivered in:** MGT 475 and MGT 350.

#### **V. Identify issues related to 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 4.1) Fall 2009 (SLO 4.2)	Spring 2012 (SLO 4.1) Fall 2012 (SLO 4.2)
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.