WRIGHT STATE UNIVERSITY

Program Assessment Report (PAR)

Management (MGT) Baccalaureate Degree

REPORT PREPARED by: Sturm, Rachel E

ACADEMIC YEAR COVERED BY THIS REPORT: 2021-2022

I. PROGRAM LEARNING OUTCOMES

We characterized our learning outcomes as learning objectives in the Fall2021-Spring2022 academic year and the five objectives were: Students will be able to: 1. Understand the complementary relationship between management and leadership. 2. Understand the core competencies required for effective management and leadership in organizational environments. 3. Organize and lead a project. 4. Facilitate effective team meetings in a variety of common leadership situations. 5. Understand the foundations of leadership character and how to develop character through future leadership opportunities. Although we did not have learning outcomes during the 2021-2022 year, we do have data that aligns with outcomes easily inferred from the objectives as follows: 1. Students understand the complementary relationship between management and leadership. 2. Students understand the core competencies required for effective management and leadership in organizational environments. 3. Students can organize and lead a project. 4. Students can facilitate effective team meetings in a variety of common leadership situations. 5. Students understand the foundations of leadership character and how to develop character through future leadership opportunities.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Learning outcome 1 (students understand the complementary relationship between management and leadership): Management majors are required to take either MGT1900 or MGT3900 to fulfill their degree requirements. In MGT3900 in Spring2022, students were asked a quiz question that compared leaders and bureaucrats. Learning outcome 2 (students understand the core competencies required for effective management and leadership in organizational environments): Management majors are required to take either MGT1900 or MGT3900 to fulfill their degree requirements. In MGT3900 in Spring2022, students were

asked to self-assess their competencies across four competencies (collaborate, control, compete, and create) at the beginning of the semester and then again at the end of the semester. Learning outcome 3 (students can organize and lead a project): Learning outcome 3 (students can organize and lead a project): No direct assessment of this learning outcome was collected during this year, but an indirect assessment was. Learning outcome 4 (students students can facilitate effective team meetings in a variety of common leadership situations): Management majors are required to take either MGT1900 or MGT3900 to fulfill their degree requirements. In MGT3900 in Spring2022, students were asked to self-assess their collaboration competencies in the area of managing groups and teams, which captures the ability to facilitate effective team meetings. Learning outcome 5 (students can understand the foundations of leadership character and how to develop character through future leadership opportunities): MGT4900 is a required course for all management majors. In MGT4900 in Spring2022, students completed a Virtues Research Project where they had to conduct research on 11 leader character dimensions.

B. Scoring of Student Work

LO1: The quiz question was graded with an answer key. LO2: The different competencies were self-assessed in survey form on a scale from 1 (never) to 7 (almost always). Each competence had five different categories associated with it (e.g., managing groups and leading teams) and five items per category, equaling 25 statements per each of the four competencies. LO3: A student provided written feedback on their team project/presentation. LO4: The collaboration competence included five categories, one of which was managing groups and leading teams and had general questions on team effectiveness and one specifically on effective team meetings. LO5: The project was graded with a template that was provided to students, with the focus being on how well students articulated the potential dimensions of each virtue.

C. Indirect Assessment

Learning outcome 3 (students can organize and lead a project): Learning outcome 3 (students can organize and lead a project): No direct assessment of this learning outcome was collected during this year, but an indirect assessment was in MGT4200 (an elective for the Management major) in Spring2022. Student teams received a case study and needed to create a 10 to 15-minute presentation based on their organization's climate, culture, and strategies they decided to employ.

III. ASSESSMENT RESULTS/INFORMATION:

LO1: 34 out of 41 (83%) of students got the aforementioned quiz question correct. LO2: The average score on the collaboration competence at the beginning

of the semester was 5.7 and at the end was 6.1 (0.4 improvement) The average score on the control competence at the beginning of the semester was 5.8 and at end was 6.2 (0.4 improvement) The average score on the compete competence at the beginning of the semester was 5.6 and at the end was 6.1 (0.5 improvement) The average score on the create competence at the beginning of the semester was 5.1 and at the end was 6.0 (0.9 improvement) LO3: See attached image at end for positive student feedback on the team project/ presentation. LO4: The average score on the groups and teams category of the collaboration competence at the beginning of the semester was 5.8 and at end was 6.5 (0.7 improvement). LO5: The average student grade on the virtues project was 88.39%.

The students seemed more comfortable with the content on competencies compared to character. In four months, there was improvement in their development in competencies, including leading effective team meetings. The students were exposed to a variety of team projects.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

As previously mentioned, we did not have learning outcomes prepared in advanced of the 2021-2022 academic year. We had learning objectives, but also with that, I found out in Fall 2022 that not all of the faculty were involved in creating the learning objectives during that time. The process of collecting this data brought a lot of conversation around the learning objectives, learning outcomes, and assessment of our department majors and the faculty are very interested in revisiting everything in early 2023. The plan moving forward is to have the two faculty and two adjuncts who teach in the management major to meet early in 2023 to reassess the learning objectives and come up with actual learning outcomes (and an assessment plan moving forward) that can be used for future HLC data collection cycles.

V. SUPPORTING DOCUMENTS

Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.