Management (MGT) Baccalaureate Degree
REPORT PREPARED by: Sturm, Rachel E
ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

We characterized our learning outcomes as learning objectives in the Fall2020-Spring2021 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 2020-2021 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 MGT1900 in Fall2020, students were asked a quiz question on the difference between managers and leaders. 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 MGT1900 in Fall2020, students were asked two quiz

questions on competencies necessary for effective managerial leadership. Learning outcome 3 (students can organize and lead a project): Management majors are required to take either MGT1900 or MGT3900 to fulfill their degree requirements. In MGT1900 in Fall2020, students were asked to present on a term related to the case simulation played in class. MGT4900 is a required course for all management majors. In MGT4900 in Fall2020, teams presented on cases related to the content being covered in class during that time. Learning outcome 4 (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 MGT1900 in Fall2020, students met as teams throughout the semester to play four different case crises, which assessed their managerial leadership overall as a team. Learning outcome 5 (students can understand the foundations of leadership character and how to develop character through future leadership opportunities): In MGT1900 in Fall2020, students were asked a quiz question on character.

B. Scoring of Student Work

Scoring Learning outcome 1 (students understand the complementary relationship between management and leadership). The quiz question was graded with an answer key. Learning outcome 2 (students understand the core competencies required for effective management and leadership in organizational environments): The quiz questions were graded with an answer key. Learning outcome 3 (students can organize and lead a project): In MGT1900, the case term team presentation was graded with a grading rubric. A grading rubric was also used in MGT4900 for the team case presentation. The rubrics are attached at the end. Learning outcome 4 (students can facilitate effective team meetings in a variety of common leadership situations): In MGT1900, the tams played a online case simulation consisting of four crises throughout their term. They were assessed on how well they increased their overall stakeholder satisfaction metrics from crisis-to-crisis. Learning outcome 5 (students can understand the foundations of leadership character and how to develop character through future leadership opportunities): The quiz question was graded with an answer key.

C. Indirect Assessment

There was one indirect assessment of learning outcome 4 in the 2020-2021 academic year. Students in MGT1900 in Fall2020 were asked to peer evaluate one another on their contribution to the team two times throughout the semester. For this indirect assessment, team members peer assessed one another's contribution to the team three times throughout the semester on members' relative contribution to their team (in terms of being present and engaged in team discussions in class, not distracting from your learning in class, being prepared for the team quizzes, helping you/other team members to thrive more in college by knowing them, and so forth). There was one indirect assessment of learning outcome 5 in the 2020-2021 academic year. Students in MGT1900 in

Fall2020 had a homework assignment where they were asked to practice one of their character strengths to further develop it.

III. ASSESSMENT RESULTS/INFORMATION:

LO1: 39 out of 43 students (90.7%) got the aforementioned quiz question correct. LO2: 37 out of 44 students (84.1%) got the collaborate competence quiz question correct. 13 out of 45 students (31%) got the compete competence quiz question correct. LO3: The average team grade for the MGT1900 team case term presentations was 97%. The average team grade for the MGT4900 team case presentations was 97.31%. LO4: In MGT1900, 97.43% of the teams earned full credit across all four case crises. For the indirect assessment in MGT1900, the average contribution to team grade was 93.6%. LO5: 38 out of 43 students (88.4%) answered the character quiz question correctly. For the indirect assessment in MGT1900, 41 out 44 students (98.8%) completed the homework assignment.

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IV. ACTIONS TO IMPROVE STUDENT LEARNING

As previously mentioned, we did not have learning outcomes prepared in advanced of the 2020-2021 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.