

SACS Comprehensive Standard 3.3 Institutional Effectiveness

1. The ___BBA MANAGEMENT___ program identifies expected outcomes and assesses the extent to which it achieves these outcome: **In Compliance**

The faculty members of the ___BBA MANAGEMENT___ program have drafted an assessment plan than includes student learning outcomes aligned with the appropriate level university learning goals. The learning goals for the ___BBA MANAGEMENT___ program are listed below.

Expected Outcome: MGTLG1 Demonstrate proficiency in analytical thinking, critical analysis, creativity and/or problem-solving as applied to a management problem, case study, or other applied problem.

Assessment Results:

Mean embedded assessment score using 1 (low) to 4 (high) scale.

Critical Thinking Project Presentation	3.65
Bottleneck Presentation Evaluation	3.62

Expected Outcomes: MGTLG2 Demonstrate competency in interpersonal, oral, and written communications in a management context or an applied problem (Fall 2012 only).

Assessment Results:

Mean embedded assessment score using 1 (low) to 4 (high) scale.

Oral Presentation	3.0
Written Communication	2.87

Expected Outcomes: MGTLG3 Contemporary management theory and practice in the context of organizational behavior.

Assessment Results:

Mean embedded assessment score using 1 (low) to 4 (high) scale.

Post Test Score	3.31
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Expected Outcomes: MGTLG4 Demonstrate ethical decision making in an organizational situation (Fall 2012 only).

Assessment Results:

Mean embedded assessment score using 1 (low) to 4 (high) scale.

Identification	2.69
Description	2.26
Decision-making	2.47
Causes	2.34

Expected Outcomes: MGTLG3 Demonstrate knowledge of contemporary theory and practice in management (MGT Score).

Assessment Results:

Mean embedded assessment score using 1 (low) to 4 (high) scale.

MFT	2.07
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Expected Outcome: Demonstrate knowledge of contemporary theory and practice in management.

Assessment Results:

Mean Overall MFT results for Management majors:

2012-2013 = 34th percentile as compared to goal of 50th percentile.

2011-2012 = 40th percentile as compared to goal of 50th percentile.

2010-2011 = 25th percentile as compared to goal of 50th percentile.

2009-2010 = 50th percentile as compared to goal of 50th percentile.

2008-2009 = 45th percentile as compared to goal of 50th percentile.

Mean Management Assessment Indicator for Management majors:

2012-2013 = 33rd percentile as compared to goal of 75th percentile.

2012-2012 = 25th percentile as compared to goal of 75th percentile.

2010-2011 = 25th percentile as compared to goal of 75th percentile.

2009-2010 = 60th percentile as compared to goal of 75th percentile.

2008-2009 = 30th percentile as compared to goal of 75th percentile.

2. The _____ **BBA MANAGEMENT** _____ program provides evidence of improvement based on analysis of the results: **In Compliance**

MGT LG1: Demonstrate proficiency in analytical thinking, critical analysis, creativity and/or problem-solving as applied to a management problem, case study, or other applied problem.

The results improved with a mean of 3.62 for bottleneck presentations and 3.65 for a critical thinking project using a course-embedded assessment rubric with a goal of 4.0. In the 2012 Spring Semester, management students were given a handout early in the semester with examples of selected skill sets applied to managerial problems with explanations on what to expect with regard to analytical thinking, critical analysis and problem solving. In addition, feedback was provided on all written case reports regarding how well each student and/or group demonstrated proficiency in these areas. Handouts utilized at the Harvard Business School for case analysis and recommendations for managerial action were modified for the assignment sets utilized at ASU. These efforts to clarify expectations and provide concrete examples had a positive effect since last year's mean of 2.60 was improved significantly. Since a perfect score of 4.0 is almost impossible, these scores are excellent.

MGT LG3: Contemporary management theory and practice in the context of organizational behavior.

The results of this assessment improved slightly moving up from a mean of 3.22 to 3.31 with a goal of 4.0 goal. Students were provided copies of PowerPoint slides before each chapter lecture so key points were available in a written format and could be used in-class to take notes during the lecture. The use of both written and oral reinforcement of the key ideas was meant to enhance learning. Mini cases, exercises, and YouTube videos were used to show the applied side of organizational theory and its relevance to effective management strategies in various types of organizations. As class materials are updated and adjusted to meet student learning needs, the expectation is that this score will continue to improve. Obviously there is room for improvement to get closer to the stated goal of 4.0, even if a perfection is never reached.

MGT LG3: Demonstrate knowledge of contemporary theory and practice in management.

Last year there was great concern regarding the 25th percentile mean score on the MFT management assessment indicator since the percentile mean only a few years ago was in the 60th percentile. This year the mean moved up to the 33rd percentile which is closer to the stated goal of being at or above the 75th percentile. The inconsistency shown over the last five years is difficult to understand. Therefore, questions have been raised about the reliability of the MFT. The department proposed switching from the MFT in business to alternative tests considering both IVY and Peregrine. Syllabi utilized in 2009-2010 are being analyzed and compared to those used more recently to determine if there have been any dramatic changes in courses learning objectives, key topics covered, or other misalignment with assessment criteria.

The assumption is that assessment techniques will become more fine-tuned as feedback is analyzed and more clearly understood. Plus, the tweaking of assessments will be on-going as our college appreciates that continuous improvement is a never ending journey. We also appreciate that three data points are ideal and, at this point, we are using two. Over time, the data analysis and what it means should become clearer, thereby leading to the development of more effective action steps. As with any assessment process, the learning curve can be time consuming but will hopefully lead to new and better ways of assessing where we are on our path to goal achievement and how to get there more quickly.