San Diego State University

Detailed Assessment Report
2016-2017 CBA General Management, BS
As of: 5/12/2017 08:51 AM PST

Program Mission

The mission of the undergraduate program in Management is to educate students on the roles and responsibilities of managing within an organization. The program prepares students to be well-rounded, ethical leaders in a global economy.

Program Learning Goals

PLG 1: International

Demonstrate knowledge of the international nature of management.

PLG 2: Strategy

Demonstrate knowledge of the analysis, formulation and implementation of strategy in established or entrepreneurial organizations.

PLG 3: Ethical Frameworks

Demonstrate knowledge of ethical frameworks and theories and how to apply them in business situations.

PLG 4: Leadership

Demonstrate knowledge in the area of leadership.

PLG 5: Human Resources

Demonstrate knowledge of the organizational processes of acquiring, developing, evaluating, and rewarding human resources.

Degree Learning Outcomes / Objectives, with Any Associations and Related Measures, Benchmarks, Findings, and Closes the Loop

DLO 1: Cultural Dimensions

Identify the cultural dimensions that distinguish different countries on work-related attitudes.

Connected Documents
General Management Curriculum Map
General Management Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA General MGT 2007 Annual Report
BSBA General MGT 2008 Annual Report
BSBA General MGT 2009 Annual Report
BSBA General MGT 2010 Annual Report
BSBA General MGT 2011 Annual Report

M 2: Management Assessment Test
The Management Assessment Test (MAT) is a multiple-choice exam consisting of 18-20 questions that is administered in the capstone strategy class (MGT 405) that students typically take in their senior year. Each fall, the Management Department includes questions on this exam that correspond to DLOs that are being assessed that semester. The exam questions used on the MAT are provided in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:
We aim to achieve a passing rate of 70% for each student learning outcome when in-class (formative) assessment is administered and a 60% passing rate for out-of class (summative) assessment.

Finding (2016-2017) - Benchmarks: Met
The multiple-choice Management Assessment Test included 18 items, nine of which measured DLO 1.1 and nine of which measured DLO 1.2. The exam was administered to six of the ten sections of BA 405 in November 2016. Three of the sections assessed were taught by lecturers and three by tenured/tenure-track faculty. Some items on the MAT were carried over from the last time these DLOs were assessed (i.e., Fall 2013), and some items were newly created for two reasons: (1) to increase the number of items assessing each DLO and

(2) some of the previously-used items were unclear or did not suitably fit the DLO.

42 management students were assessed.
  DLO 1.1
Percent correct responses across 9 items: 89.9%

Finding (2013-2014) - Benchmarks: Met

SLO	MAT Item #	# of students who answered item correctly	% of students who answered item correctly	Average % of students answering overall SLO questions correctly
1.1	8	90	89.1%	
1.1	9	73	72.3%	
1.1	10	81	80.2%	
1.1	11	79	78.2%	
1.1	12	32	31.7%	
1.1	13	63	62.4%	
1.1	14	42	41.6%	
1.1				65.1%

Related Closes the Loop (by Established cycle, then alpha):
For full information, see the *Details of Closes the Loop* section of this report.

Closing the Loop
Established in Cycle: 2013-2014
- Although the benchmark for this SLO was met, faculty in the organizational behavior area met and came up with the follow...

DLO 2: International Business Practices

Explain how business practices vary in different countries.

Connected Documents
General Management Curriculum Map
General Management Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA General MGT 2007 Annual Report
BSBA General MGT 2008 Annual Report
BSBA General MGT 2009 Annual Report
BSBA General MGT 2010 Annual Report
BSBA General MGT 2011 Annual Report

M 2: Management Assessment Test
The Management Assessment Test (MAT) is a multiple-choice exam consisting of 18-20 questions that is administered in the capstone strategy class (MGT 405) that students typically take in their senior year. Each fall, the Management Department includes questions on this exam that correspond to DLOs that are being assessed that semester. The exam questions used on the MAT are provided in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:
We expect 60% of students to meet or exceed expectations when a summative assessment is conducted.

Finding (2016-2017) - Benchmarks: Met
The multiple-choice Management Assessment Test included 18 items, nine of which measured DLO 1.1 and nine of which measured DLO 1.2. The exam was administered to six of the ten sections of BA 405 in November 2016. Three of the sections assessed were taught by lecturers and three by tenured/tenure-track faculty. Some items on the MAT were carried over from the last time these DLOs were assessed (i.e., Fall 2013), and some items were newly created for two reasons: (1) to increase the number of items assessing each DLO and (2) some of the previously-used items were unclear or did not suitably fit the DLO.

DLO 1.2

Percent correct responses across 9 items: 87.8%

DLO 3: Global Strategy

Apply strategic theories and frameworks to organizations in a global context.

Connected Documents

General Management Curriculum Map
General Management Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011

Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents

BSBA General MGT 2007 Annual Report
BSBA General MGT 2008 Annual Report
BSBA General MGT 2009 Annual Report
BSBA General MGT 2010 Annual Report
BSBA General MGT 2011 Annual Report

Benchmarks:

Finding (2014-2015) - Benchmarks: Not Met

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

Closing the Loop Activities
Established in Cycle: 2014-2015

M 2: Management Assessment Test

The Management Assessment Test (MAT) is a multiple-choice exam consisting of 18-20 questions that is administered in the capstone strategy class (MGT 405) that students typically take in their senior year. Each fall, the Management Department includes questions on this exam that correspond to DLOs that are being assessed that semester. The exam questions used on the MAT are provided in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

We expect that the average percentage of correct responses across the items in a particular SLO will be 60% for the MAT as an outside of class assessment.

Finding (2014-2015) - Benchmarks: Not Met

In the Fall 2014, four items were administered on the MAT to assess this learning outcome. The percentage of students answering each item correctly was as follows: Item 1 = 81%, Item 2 = 57%, Item 3 = 32%, and Item 4 = 66%. Overall, the percentage of students correctly answering the items within this learning outcome was 59%.

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

Closing the Loop Activities
Established in Cycle: 2014-2015
Discussions were held with the Strategic Management coordinator (Chamu Sunduramurthy) and Tenure track faculty (John Francis, ...

DLO 4: Functional Area Integration

Integrate functional areas into strategic business problems from a general management perspective.

Connected Documents

General Management Curriculum Map
General Management Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011

Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents

BSBA General MGT 2007 Annual Report
BSBA General MGT 2008 Annual Report

BSBA General MGT 2009 Annual Report
BSBA General MGT 2010 Annual Report
BSBA General MGT 2011 Annual Report

Benchmarks:

Finding (2014-2015) - Benchmarks: Not Reported This Cycle

M 2: Management Assessment Test

The Management Assessment Test (MAT) is a multiple-choice exam consisting of 18-20 questions that is administered in the capstone strategy class (MGT 405) that students typically take in their senior year. Each fall, the Management Department includes questions on this exam that correspond to DLOs that are being assessed that semester. The exam questions used on the MAT are provided in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:
We expect that the average percentage of correct responses across the items in a particular SLO will be 60% for the MAT as an outside of class assessment.

Finding (2014-2015) - Benchmarks: Met
In the Fall 2014, four items were administered on the MAT to assess this learning outcome. The percentage of students answering each item correctly was as follows: Item 1 = 86%, Item 2 = 84%, Item 3 = 91%, and Item 4 = 98%. Overall, the percentage of students correctly answering the items within this learning outcome was 90%.

DLO 5: Ethical Theory Application
Apply 4-6 ethical theories to current business situations.

Connected Documents
General Management Curriculum Map
General Management Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011

Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA General MGT 2007 Annual Report
BSBA General MGT 2008 Annual Report
BSBA General MGT 2009 Annual Report
BSBA General MGT 2010 Annual Report
BSBA General MGT 2011 Annual Report

M 3: In-Class Essay

On the final exam in MGT 444 and MGT 475, students are asked to write an essay, which is graded using a rubric. Please see the essay questions and rubrics in the document repository.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Document
Rubric for SLO #6 (or the 1st SLO under Goal 3)

Benchmarks:
We aim to achieve a passing rate of 70% for student learning outcomes when in-class (formative) assessment is administered.

Finding (2015-2016) - Benchmarks: Met
Across the 7 items used to assess this SLO, 82.7% of the answers met or exceeded expectations. This result exceeds our benchmark of 70%.

Finding (2012 - 2013) - Benchmarks: Not Met
In the Fall of 2012, 102 students took a written exam in MGT 444 that assessed SLO #6 (or the 1st SLO under Goal 3). Across two sections of MGT 444, 62 students received at least a 70% on their written answers that assessed this SLO while 40 students fell short of the 70% benchmark. Overall, 60.78% of students passed with a 70% or better.

Related Closes the Loop (by Established cycle, then alpha):

For full information, see the *Details of Closes the Loop* section of this report.

Consistency across sections will occur and more in-depth coverage of the material through application will increase learning
Established in Cycle: 2012 - 2013
This SLO was assessed in two sections of MGT 444. One of these sections was taught by a first-time instructor while the other...

Results to be shared with Ethics Faculty
Established in Cycle: 2015-2016
Since benchmark was met, no closing the loop activities were necessary. However, results were shared with faculty teaching Ethi...

Results to be shared with Ethics Faculty
Established in Cycle: 2015-2016
Since the assessment benchmark was met, no closing the loop activities were needed. However, assessment results were shared wit...

DLO 6: Ethical Theories - Arguments/Criticisms
Explain the philosophical arguments for and criticisms of 4-6 ethical theories.

Connected Documents
General Management Curriculum Map
General Management Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA General MGT 2007 Annual Report
BSBA General MGT 2008 Annual Report
BSBA General MGT 2009 Annual Report
BSBA General MGT 2010 Annual Report
BSBA General MGT 2011 Annual Report

M 3: In-Class Essay

On the final exam in MGT 444 and MGT 475, students are asked to write an essay, which is graded using a rubric. Please see the essay questions and rubrics in the document repository.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Document
Rubric for SLO #6 (or the 1st SLO under Goal 3)

Benchmarks:
For all items used across sections, 70% of the answers will meet or exceed expectations.

Finding (2015-2016) - Benchmarks: Met
Across all 4 items used to assess this SLO in two sections of MGT444, 82.7% of the answers met or exceeded expectations thereby exceeding our benchmark of 70%.

Related Closes the Loop (by Established cycle, then alpha):
For full information, see the *Details of Closes the Loop* section of this report.

Results to be shared with Ethics Faculty
Established in Cycle: 2015-2016
Since the benchmark was met, no closing the loop activities are needed. However, we are sharing the results with the Ethics fac...

DLO 7: Leadership Skills/Practices Applicability
Analyze the applicability of leadership skills/practices in different situations.

Connected Documents
General Management Curriculum Map
General Management Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA General MGT 2007 Annual Report
BSBA General MGT 2008 Annual Report
BSBA General MGT 2009 Annual Report
BSBA General MGT 2010 Annual Report
BSBA General MGT 2011 Annual Report

M 3: In-Class Essay

On the final exam in MGT 444 and MGT 475, students are asked to write an essay, which is graded using a rubric. Please see the essay questions and rubrics in the document repository.

Source of Evidence: Writing exam to assure certain proficiency level

Connected Document

M 4: Multiple-Choice Questions Embedded in In-Class Exams
Multiple-choice questions embedded in MGT 350 were used to assess DLO #9 (or the 2nd DLO under Goal 4). These questions can be found in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
Multiple-Choice Exam Questions Embedded in In-Class Exams

Benchmarks:
We aim to achieve a passing rate of 70% on all in-class assessments.

Finding (2015-2016) - Benchmarks: Met
Across 5 test items, the total percentage correct was 82.4% thereby exceeding our benchmark goal of 70%.

DLO 8: Leadership Theory - Description/Application
Describe and apply leadership theories.

Connected Documents
General Management Curriculum Map
General Management Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA General MGT 2007 Annual Report
BSBA General MGT 2008 Annual Report
BSBA General MGT 2009 Annual Report
BSBA General MGT 2010 Annual Report
BSBA General MGT 2011 Annual Report

M 4: Multiple-Choice Questions Embedded in In-Class Exams
Multiple-choice questions embedded in MGT 350 were used to assess DLO #9 (or the 2nd DLO under Goal 4). These questions can be found in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Connected Document
Multiple-Choice Exam Questions Embedded in In-Class Exams

Benchmarks:
We aim to achieve a passing rate of 70% for each student learning outcome when in-class (formative) assessment is administered and a 60% passing rate for out-of class (summative) assessment.

Finding (2014-2015) - Benchmarks: Met
We used 5 items within the OB class to measure this SLO. The average percentage across the items was 70.42% which exceeds our 70% benchmark. However, there were a few items where the passing percentage was lower than others so we explored closing the loop options which are listed under "closing the loop" and will be implemented in Spring 2016. The test items that were below 70% are the following:

1. Hersey and Blanchard's situational leadership model states that the best leadership style depends on: (60.75%)

2. Which leadership theory explicitly argues that people have a preferred leadership style based on their personality, so organizations should move leaders into situations that fit their preferred style? (68.44%)

3. The path-goal theory assumes that leaders: (64.48%)

a)

DLO 9: HR Issue Identification
Identify issues involved with acquiring human resources including job analysis, HR planning, equal opportunity law, recruitment, and selection.

Connected Documents
General Management Curriculum Map
General Management Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011
Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents

Benchmarks:

M 2: Management Assessment Test

The Management Assessment Test (MAT) is a multiple-choice exam consisting of 18-20 questions that is administered in the capstone strategy class (MGT 405) that students typically take in their senior year. Each fall, the Management Department includes questions on this exam that correspond to DLOs that are being assessed that semester. The exam questions used on the MAT are provided in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

We expect that the average percentage of correct responses across the items in a particular SLO will be 60% for the MAT as an outside of class assessment.

Finding (2014-2015) - Benchmarks: Met

In Fall 2014, five questions on the MAT were utilized to assess this learning outcome. For General Management majors, the results were as follows:

The percentage of students answering each of the questions correctly was 71%, 98%, 98%, 71%, and 96%. Overall, the percentage of students answering the questions corresponding to this SLO correctly was 87%.

DLO 10: Training, Performance Management, & Compensation

Identify issues related to developing, evaluating, and rewarding human resources via training, performance management and compensation systems.

Connected Documents

Related Measures

M 1: Archived Annual Assessment Reports, 2007 - 2011

Annual reports were produced starting in 2007 that reported assessment efforts including findings of assessed learning outcomes and action plans/loop closing for the given year. In 2012 SDSU began using WEAVE to report this information and annual written reports were no longer produced. All assessment efforts beginning in 2012 are reported as cycles in WEAVE. The annual reports from 2007 - 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2007 - 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents

M 2: Management Assessment Test

The Management Assessment Test (MAT) is a multiple-choice exam consisting of 18-20 questions that is administered in the capstone strategy class (MGT 405) that students typically take in their senior year. Each fall, the Management Department includes questions on this exam that correspond to DLOs that are being assessed that semester. The exam questions used on the MAT are provided in the document repository.

Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:

We expect that the average percentage of correct responses across the items in a particular SLO will be 60% for the MAT as an outside of class assessment.

Finding (2014-2015) - Benchmarks: Met

In Fall 2014, five questions were used to assess this learning outcome. For General Management majors, the results were as follows:

The percentage of students answering each of the questions correctly was 91%, 57%, 29%, 88%, and 71%. Overall, the percentage of students answering the questions corresponding to this SLO correctly was 67%.

Details of Closes the Loop for This Cycle (by Established cycle, then alpha)

Closing the Loop Regarding SLO # 10 and 11 (or the 1st and 2nd SLOs under Goal 5)

Subgroups of Management Department faculty and instructors have met to discuss closing the loop activities based on our Fall 2011 assessment of SLO #10 and 11 (or the 1st and 2nd SLOs under Goal 5). Below is a summary of the closing the loop discussions of the human resource management faculty regarding these SLOs. Plans have been made for the organizers of each subgroup (members of the Management Department assessment committee) to follow up on these closing the loop suggestions.

Despite the fact that standards were achieved for both inside and outside the class assessment at both the goal- and SLO-levels for this cycle for the HR goal, there is room for improvement. Closing the loop activities that we have been focusing with respect to the HR goal include as follows:

- We continue to have ongoing discussions among the faculty who teach MGT 352 (the class where the material is delivered) regarding curriculum changes to the class.

- We acted on closing the loop discussions generated on the previous data collection (Fall 2008) which involved rewriting the items assessing Goal 5 to focus more on application of HR concepts and less on factual recall of HR terminology. The previous set of items from the Fall 2008 assessment were heavily skewed toward terminology recall which is not directly getting at what we want the students to learn. Once students are employed, they aren't necessarily going to need to remember terminology (and can always quickly look up terms). Our ultimate goal is that we want students to be able to understand and apply HR practices.

- The closing the loop discussions generated from the Fall 2008 and 2011 assessment results led us to reflect on the types of questions we use on our own in-class exams. The faculty have begun the process of evaluating our exams to critically examine the type of items used and the frequency with which we are asking our students to recall terminology versus apply and demonstrate knowledge of concepts. These assessment results have been very eye opening for us (seeing the poor performance on Fall 2008 assessments with items focused on terminology recall and the greater performance level achieved in Fall 2011 on items that were written with a focus on concept application. The ultimate learning goal would be for students to be able to apply what they have learned, so we are making changes to how we assess students inside of our classes to make sure that is the focus of the way we assess their knowledge. It is difficult to write good application-based questions so the revamping of in-class exams will be an ongoing effort each semester to change out items on our in class assessments.

- In our closing the loop discussions we examined item-level performance and noted that 1 out of 11 items did not meet the 60% standard for outside the class assessment (item 9). Another item (18) did not meet the 70% standard for inside of the class assessment and just made the 60% standard for outside the class assessment. We looked closely at those items to see what might be causing the lower performance. Item 9 had the lowest percent correct in the outside of the class assessment (51%) and upon reflection, has a memorization of terminology slant. We will focus on writing an application-based question to cover this topic both inside the class and on future MAT assessments. Item 18 covers equity theory which upon discussion among the faculty is covered to varying degrees across sections (the in-class correct percentage was 76% for the sections of 352 in which this theory is covered more extensively). Other sections give more coverage to other theories so the lower than average performance is likely due to inconsistency of coverage across sections. We have discussed this as a faculty and due to the importance of this theory in explaining perceptions of fairness with respect to compensation, this will be covered in more depth across sections.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: Professor John Francis and the other professors and instructors who teach MGT 405

Closing the Loop Regarding SLO #10 and 11 (or the 1st and 2nd SLOs under Goal 5)

Subgroups of Management Department faculty and instructors have met to discuss closing the loop activities based on our Fall 2011 assessment of SLO #10 and 11 (or the 1st and 2nd SLOs under Goal 5). Below is a summary of the closing the loop discussions of the human resource management faculty regarding these SLOs. Plans have been made for the organizers of each subgroup (members of the Management Department assessment committee) to follow up on these closing the loop suggestions.

Despite the fact that standards were achieved for both inside and outside the class assessment at both the goal- and SLO-levels for this cycle for the HR goal, there is room for improvement. Closing the loop activities that we have been focusing with respect to the HR goal include as follows:

- We continue to have ongoing discussions among the faculty who teach MGT 352 (the class where the material is delivered) regarding curriculum changes to the class.

- We acted on closing the loop discussions generated on the previous data collection (Fall 2008) which involved rewriting the items assessing Goal 5 to focus more on application of HR concepts and less on factual recall of HR terminology. The previous set of items from the Fall 2008 assessment were heavily skewed toward terminology recall which is not directly getting at what we want the students to learn. Once students are employed, they aren't necessarily going to need to remember terminology (and can always quickly look up terms). Our ultimate goal is that we want students to be able to understand and apply HR practices.

- The closing the loop discussions generated from the Fall 2008 and 2011 assessment results led us to reflect on the types of questions we use on our own in-class exams. The faculty have begun the process of evaluating our exams to critically examine the type of items used and the frequency with which we are asking our students to recall terminology versus apply and demonstrate knowledge of concepts. These assessment results have been very eye opening for us (seeing the poor performance on Fall 2008 assessments with items focused on terminology recall and the greater performance level achieved in Fall 2011 on items that were written with a focus on concept application. The ultimate learning goal would be for students to be able to apply what they have learned, so we are making changes to how we assess students inside of our classes to make sure that is the focus of the way we assess their knowledge. It is difficult to write good application-based questions so the revamping of in-class exams will be an ongoing effort each semester to change out items on our in class assessments.

- In our closing the loop discussions we examined item-level performance and noted that 1 out of 11 items did not meet the 60% standard for outside the class assessment (item 9). Another item (18) did not meet the 70% standard for inside of the class assessment and just made the 60% standard for outside the class assessment. We looked closely at those items to see what might be causing the lower performance. Item 9 had the lowest percent correct in the outside of the class assessment (51%) and upon reflection, has a memorization of terminology slant. We will focus on writing an application-based question to cover this topic both inside the class and on future MAT assessments. Item 18 covers equity theory which upon discussion among the faculty is covered to varying degrees across sections (the in-class correct percentage was 76% for the sections of 352 in

which this theory is covered more extensively). Other sections give more coverage to other theories so the lower than average performance is likely due to inconsistency of coverage across sections. We have discussed this as a faculty and due to the importance of this theory in explaining perceptions of fairness with respect to compensation, this will be covered in more depth across sections.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High
Responsible Person/Group: Professor John Francis and the other professors and instructors who teach MGT 405

Closing the Loop Regarding SLO #4 and 5 (or the 1st and 2nd SLOs under Goal 2)

Closing the Loop Activities regarding SLOs #4 and 5 (or the 1st and 2nd SLOs of Goal 2):

1. - We are continuing to revisit the wording on MAT questions and ensure that MGT 405 instructors emphasize all the ramifications of global integration and competitive strategy.

2. - We are continuously soliciting feedback from MGT 405 instructors for that semester before finalizing items to be included in the MAT test.

3. - We continue our coordination efforts of the course content more by:

    · Developing a core group of tenure track faculty and lecturers repeatedly teaching this course. Here we are emphasizing the benefits of shared understanding and experience.

    · We have started teaching to the list of 8 core strategic management concepts that was developed and compiled by 405 faculty two years ago. We continue to work on revising our list and developing a collective understanding of these concepts. As part of this effort, we developed a common final essay exam this past year. The focus of the exam was tied not only to course learning outcomes, but also the overall critical thinking goal for the CBA. This Spring we are working to develop this as even more of a common experience for all graduating business majors where the exam will given at the same time and date across all sections of 405. The exam's focus will be on whether students have developed a global competence

4. - In the past year we have implemented a common approach to the global context of international strategy by directing at least two sessions to this material and consistently incorporating examples that illustrate global approaches throughout the semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: Professors Michelle Dean and Karen Ehrhart

Closing the Loop Regarding SLO #4 and 5 (or the 1st and 2nd SLOs under Goal 2)

Activities regarding SLOs #4 and 5 (or the 1st and 2nd SLOs under Goal 2):

1. - We are continuing to revisit the wording on MAT questions and ensure that MGT 405 instructors emphasize all the ramifications of global integration and competitive strategy.

2. - We are continuously soliciting feedback from Mgt. 405 instructors for that semester before finalizing items to be included in the MAT test.

3. - We continue our coordination efforts of the course content more by:

    · Developing a core group of tenure track faculty and lecturers repeatedly teaching this course. Here we are emphasizing the benefits of shared understanding and experience.

    · We have started teaching to the list of 8 core strategic management concepts that was developed and compiled by 405 faculty two years ago. We continue to work on revising our list and developing a collective understanding of these concepts. As part of this effort, we developed a common final essay exam this past year. The focus of the exam was tied not only to course learning outcomes, but also the overall critical thinking goal for the CBA. This Spring we are working to develop this as even more of a common experience for all graduating business majors where the exam will given at the same time and date across all sections of 405. The exam's focus will be on whether students have developed a global competence

4. - In the past year we have implemented a common approach to the global context of international strategy by directing at least two sessions to this material and consistently incorporating examples that illustrate global approaches throughout the semester.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Responsible Person/Group: Professors Michelle Dean and Karen Ehrhart

Consistency across sections will occur and more in-depth coverage of the material through application will increase learning

This SLO was assessed in two sections of MGT 444. One of these sections was taught by a first-time instructor while the other section was taught by an experienced professor. When this SLO is assessed in the future, the assessment question content will be standardized and there will be more consistency across sections with respect to rigor.

Application techniques will be reinforced on the midterm exam as well as on the final exam in future semesters.

The number of points attached to the final application question will be increased to demonstrate importance.

An entire class period will be devoted to an exercise that will reinforce application techniques before the final. Currently, an exercise is used, but not for a full class period. A full class period will allow for more in-depth discussion and application which should increase student understanding.

In the future, the lengthy application question will be simplified (currently it is 3/4 of a page, single spaced).

Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
      Measure: In-Class Essay | **Student Learning Outcomes:** Ethical Theory Application

Responsible Person/Group: Ethics faculty and lecturers

Standards being met; will continue current approach

Standards are being met. The plan is to continue the current approach.

Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Ethics professor and lecturers

Standards were met; have ideas for continuous improvement

Although we met our benchmarks, professors and lecturers who teach leadership (MGT 475) and/or organizational behavior (MGT 350) met to discuss ways to continuously improve in this area. Our discussion and plans are summarized below:

Course instructors will work on including more in-class hands-on activities (scenarios, case studies, video segments) that clarify how leadership needs to be altered in different cultural contexts

- This SLO was discussed among professors and lecturers who teach organizational behavior and/or leadership in order to increase awareness among the group about the importance that we place on encouraging our students to analyze the applicability of leadership skills/practices in different situations

- Professors and lecturers who teach organizational behavior and/or leadership discussed practices used in class to reach students (30 second small group presentations in class in which students explain how experiences relate to a theory, Ted Talk and YouTube videos, case studies at the end of each chapter). The group plans on sharing instructional resources.

Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: MGT 475 and MGT 350 professors and instructors

Closing the Loop

- Although the benchmark for this SLO was met, faculty in the organizational behavior area met and came up with the following feedback and action items:

The questions with the lower scores were analytical (requiring students to apply cultural dimensions to a situation or to understand cultural dimensions using different emphases than how some instructors define them).

- Come up with common frameworks that all MGT 350 classes will cover on the topics covered on our assessment plan (leadership and cultural values).

Common Frameworks for MGT 350:

Cultural values: Hofstede's cultural dimensions

Leadership:

- Trait theories and behavioral theories (in general; not specific theories under these categories)

- Contingency leadership theories (specifically path-goal theory and Fiedler's Model)

- Leader-member exchange theory (LMX)

- Transformational leadership and transactional leadership

Common Frameworks for MGT 475:

Hans Tropenaar, Geert Hofstede and the Globe Project (geared towards how a leader's behavior could be changed depending on specific cultural dimensions in the environment)

Established in Cycle: 2013-2014
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
      Measure: Management Assessment Test | **Student Learning Outcomes:** Cultural Dimensions

Responsible Person/Group: Organizational behavior professors and lecturers

Closing the Loop

1. Although our benchmarks were met, faculty in the strategy area met and identified the following areas of improvement:

    1. Revisited wording on MAT questions with scores of 60% or lower.

        -Item 3 (60% correct answers). Item wording should be simplified with key concepts more explicit.

        -Item 4. (40% correct answers). We believe an explicit international business term (concept: Liability of foreigness) is used in the answer and this concept is outside the scope of material covered in strategy. We will change the answer to remove this term. In addition, we are rewording the question to make it more explicit.

    2. Item 4 evaluates the understanding of a firm's resources in extending them into new market's using the Resource Based View of the firm. In addition to re-wording this question, we intend to stress in all MGT 405 sections the link between the RBV perspective and corporate strategies, including international strategy. We are sending item 4 outcomes to all 405 instructors, in order to make sure that the RBV is used in relation to international strategies.

    Established in Cycle: 2013-2014
    Implementation Status: Planned
    Priority: High
    Responsible Person/Group: Strategy professors and instructors

Closing the Loop

1. The strategy faculty discussed the following feedback or action items:

    Explain how business practices vary in different countries falls outside the scope of MGT 405. While the impact of differences in practices across countries may be considered for specific cases in the context of strategy implementation, 405 instructors would not be able to systematically cover "how" practices vary across countries, area due to time constraints and other content priorities.

    During Fall 2014, discuss dropping this goal and possibly replacing it with something else.

    Established in Cycle: 2013-2014
    Implementation Status: Planned
    Priority: High

Closing the Loop Activities

Discussions were held with the Strategic Management coordinator (Chamu Sunduramurthy) and Tenure track faculty (John Francis, Whitney Fernandez) that teach 405 regarding these results. The group took the following steps:

1. Four exam questions were used to assess SLO 2.1. The scores for two of these questions were the cause of the below benchmark results. The group examined these questions and answers to reassure that the items were valid and reliable indicators of the targeted course content. Strategy instructors agreed the exam questions were appropriate.

2. MAT results were then reexamined using sub group analysis to see if there were differences across the various sections that the MAT was administered in. The results indicated that there were differences in scores seemingly related to whether an instructor had consistently taught 405 or was new to teaching the course. Scores for the sections taught by experienced 405 instructors were higher. The management department has had significant change in 405 instructors over the past few years with several tenure track faculty moving to teach other classes and a number of new lecturers being recruited to teach the course. In light of these changes and the results of the MAT, the group determined to focus on the following efforts:

    a. Work with the MGT department chair to develop a more stable cohort of 405 instructors.

    b. A proposal for a new faculty line in strategic management was developed and submitted to the MGT department chair and CBA dean.

    c. A plan to revisit the set of core concepts and course curriculum for MGT 405 has been set in place to be worked on by the core strategy group during Summer 2015. Results of this work will be provided to all 405 instructors in time for the start of Fall 2015 semester. Expected outcomes of these meetings will include:

        i. A standardized syllabus for 405 to be used by all instructors, whether tenure track or lecturer.

        ii. A set of core concepts and developed explanations packet to be provided to all instructors on a regular basis.

    Established in Cycle: 2014-2015
    Implementation Status: Planned
    Priority: High

    Relationships (Measure | Student Learning Outcomes):
    Measure: Management Assessment Test | **Student Learning Outcomes:** Global Strategy

    Responsible Person/Group: The strategic management coordinator (Chamu Sundaramurthy) and tenure-track strategy faculty (Whitney Martinez, John Francis)

Closing the Loop Activities

Established in Cycle: 2014-2015
Implementation Status: Planned

Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: Archived Annual Assessment Reports, 2007 - 2011 | **Student Learning Outcomes:** Global Strategy

Closing the loop for Leadership Theories goal (DLO 4.2/9)

Each of the core OB professors will add more content on leadership theories (both in class and on home works) to reinforce certain concepts that are important to this DLO.

Established in Cycle: 2014-2015
Implementation Status: Planned
Priority: High
Implementation Description: Add more content on leadership theories both in terms of lecture material and on home works to reinforce important concepts
Projected Completion Date: 01/2016
Responsible Person/Group: Core OB professors
Additional Resources: None

Results to be shared with Ethics Faculty

Since benchmark was met, no closing the loop activities were necessary. However, results were shared with faculty teaching Ethics courses.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: In-Class Essay | **Student Learning Outcomes:** Ethical Theory Application

Results to be shared with Ethics Faculty

Since the assessment benchmark was met, no closing the loop activities were needed. However, assessment results were shared with faculty teaching the ethics course.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: In-Class Essay | **Student Learning Outcomes:** Ethical Theory Application

Projected Completion Date: 09/2016

Results to be shared with Ethics Faculty

Since the benchmark was met, no closing the loop activities are needed. However, we are sharing the results with the Ethics faculty.

Established in Cycle: 2015-2016
Implementation Status: Planned
Priority: High

Relationships (Measure | Student Learning Outcomes):
Measure: In-Class Essay | **Student Learning Outcomes:** Ethical Theories - Arguments/Criticisms