San Diego State University

Detailed Assessment Report
2016-2017 CBA Human Resources, BS
As of: 5/12/2017 08:55 AM PST

Program Mission

The mission of the College of Business Administration at SDSU is to maintain a challenging learning environment that fosters excellence in business education and develops business professionals through innovative programs, applied learning, research, and collaboration with alumni and the local business community. Our programs reflect the international, entrepreneurial, hi-tech, and tourism character of our region and provide opportunities for students and faculty to integrate their academic work with experience in the San Diego community.

Program Learning Goals

PLG 1: International

Employ knowledge of the international nature of management.

PLG 2: Strategy

Analyze, formulate, and develop methods for implementing strategies in established or entrepreneurial organizations.

PLG 3: Ethics

Apply ethical frameworks and theories and how to apply them in business situations.

PLG 4: Leadership

Apply leadership theories and competencies in business situations.

PLG 5: Human Resources

Identify issues related to the organizational processes of acquiring, developing, evaluating, and rewarding human resources.

PLG 6: Personnel Selection

Describe and critique the various sources of information used for personnel selection decisions.

PLG 7: Compensation

Identify the decisions involved in establishing a compensation structure.

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
> HR Curriculum Map
> HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011
Annual reports for this program were produced starting in 2010 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 2010 & 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2010 & 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
> BSBA MGT HR - 2010 Annual Report
> BSBA MGT HR - 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.

15 HR students were assessed.

DLO 1.1

Percent correct responses across 9 items: 77.8%

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 following fe...

DLO 2: Country-Specific Strategies
Analyze how different countries require different strategies.

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011
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Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 2011 Annual Report

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Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:
We expect 60% students met or exceed the expectations in a summative test (when the test is conducted in a class outside of a class which delivers the related content).

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.

15 HR students were assessed.

DLO 1.2

Percent correct responses across 9 items: 66.7%

DLO 3: Global Strategy

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

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011

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Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 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 = 81%, Item 2 = 64%, Item 3 = 45%, and Item 4 = 64%. Overall, the percentage of students correctly answering the items within this learning outcome was 63%.

DLO 4: Functional Area Integration

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

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011

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Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 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 = 73%, Item 2 = 64%, Item 3 = 73%, and Item 4 = 100%. Overall, the percentage of students correctly answering the items within this learning outcome was 77%.

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

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011
Annual reports for this program were produced starting in 2010 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 2010 & 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2010 & 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 2011 Annual Report

M 7: In-Class Essay

On the final exam in MGT 444 or 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

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 se...

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

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

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

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Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report

M 7: In-Class Essay

On the final exam in MGT 444 or 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

Benchmarks:
We aim to have a passing rate of 70% across all items measuring this SLO.

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 were needed. However, results will be shared with Ethics faculty.

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

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011
Annual reports for this program were produced starting in 2010 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 2010 & 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2010 & 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 2011 Annual Report

M 7: In-Class Essay

On the final exam in MGT 444 or 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

M 10: 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

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 Theories
Describe and apply leadership theories.

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011
Annual reports for this program were produced starting in 2010 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 2010 & 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2010 & 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 2011 Annual Report

M 10: 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

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%)

DLO 9: HR Staffing Functions Knowledge

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

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011
Annual reports for this program were produced starting in 2010 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 2010 & 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2010 & 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 2011 Annual Report

M 2: Management Assessment Test
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Source of Evidence: Standardized test of subject matter knowledge

DLO 10: HR Development and Rewards Functions Knowledge

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

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011
Annual reports for this program were produced starting in 2010 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 2010 & 2011 are archived in the WEAVE Document Repository and linked here. Benchmarks and Findings listed below are empty in WEAVE as all information for 2010 & 2011 is found in the annual reports.

Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 2011 Annual Report

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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 one component of this goal (SLO #5.1) and five

questions were used to assess the second component of this goal (SLO #5.2). For HR majors, the results were as follows:

For SLO #5.1, the percentage of students answering each of the questions correctly was 91%, 100%, 100%, 82%, and 100%. Overall, the percentage of students answering the questions corresponding to this SLO correctly was 95%.

For SLO #5.2, the percentage of students answering each of the questions correctly was 100%, 82%, 36%, 82%, and 82%. Overall, the percentage of students answering the questions corresponding to this SLO correctly was 76%.

DLO 11: Selection Method Decision Making
Recommend preferred methods of selection based on job and organizational needs.

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

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Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 2011 Annual Report

M 2: Management Assessment Test

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Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:
We expect the average percentage correct across all 5 items on the MAT test to be at 60% or higher for an out-of-class assessment.

Finding (2015-2016) - Benchmarks: Met
The average percentage correct across 5 items was 66.3% which exceeded our benchmark of 60%

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

Change timing of assessment, revise items, inform instructors
Established in Cycle: 2015-2016
1. 1. Each semester, we will provide T/TT faculty and lecturers teaching HR courses with updates regarding assessm...

M 7: In-Class Essay

On the final exam in MGT 444 or 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

DLO 12: Critical Evaluation of Selection Methods

Define the ways to measure the effectiveness of methods used for selection and placement of human resources.

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

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Source of Evidence: Existing data

Connected Documents
BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 2011 Annual Report

M 2: Management Assessment Test

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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 the average percentage correct across all 5 items on the MAT test to be at 60% or higher for an out-of-class assessment.

Finding (2015-2016) - Benchmarks: Not Met
The average percentage correct across 5 items was 57.5% which is slightly below our benchmark of 60%.

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

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

Change timing of assessment, revise items, inform instructors
Established in Cycle: 2015-2016
1. Each semester, we will provide T/TT faculty and lecturers teaching HR courses with updates regarding assessment issues...

M 7: In-Class Essay

On the final exam in MGT 444 or 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

DLO 13: Reward Structure Fairness Issues

Distinguish the ways in which employees evaluate the fairness of a rewards structure.

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011
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Source of Evidence: Existing data

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BSBA MGT HR - 2010 Annual Report
BSBA MGT HR - 2011 Annual Report

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Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:
We expect the average percentage correct across all 5 items on the MAT test to be at 60% or higher for an out-of-class assessment.

Finding (2015-2016) - Benchmarks: Met
The average percentage correct across 5 items was 93.8% which exceeds our benchmark of 60%.

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

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

Change timing of assessment, revise items, inform instructors
Established in Cycle: 2015-2016
1. Each semester, we will provide T/TT faculty and lecturers teaching HR courses with updates regarding assessment issues and as...

DLO 14: Reward Structure Design Issues

Identify internal and external factors involved in establishing reward structures.

Connected Documents
HR Curriculum Map
HR Curriculum Map - Required Courses Only

Related Measures

M 1: Archived Annual Assessment Reports, 2010 & 2011
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Source of Evidence: Existing data

Connected Documents
       BSBA MGT HR - 2010 Annual Report
       BSBA MGT HR - 2011 Annual Report

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Source of Evidence: Standardized test of subject matter knowledge

Benchmarks:
We expect the average percentage correct across all 5 items on the MAT test to be at 60% or higher for an out-of-class assessment.

Finding (2015-2016) - Benchmarks: Met
The average percentage correct across 5 items was 67.5% which exceeded our benchmark of 60%

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

Change timing of assessment, revise items, inform instructors
Established in Cycle: 2015-2016
1. Each semester, we will provide T/TT faculty and lecturers teaching HR courses with updates regarding assessment issues and as...

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

Closing the Loop Regarding SLO #12 (or the 1st SLO under Goal 6)
- Results with respect to SLO #12 (or the 1st SLO under Goal 6) suggest that students are mastering this SLO. There is room for improvement. One suggestion is that the material covered in this SLO be introduced in MGT 352 during the selection chapter and then be reinforced in MGT 461. The MGT 461 curriculum will be modified to include discussion by selection method of what types of jobs would benefit from its usage. This is currently done but the discussion/presentation of the information could be more systematized across selection methods. This update to the curriculum will be incorporated into the class in Fall 2012.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Subgroups of Management Department faculty and instructors are organized by area, including human resource management, who get together to discuss closing the loop activities. The HR group plans on implementing the closing the loop plans they have identified with respect to this SLO.
Responsible Person/Group: Professors Michelle Dean and Karen Ehrhart

Closing the Loop Regarding SLO #13 (or the 2nd SLO under Goal 6)
- Results with respect to SLO #13 (or the 2nd SLO under Goal 6) suggest that students are not quite mastering this SLO. Examining student responses that did not meet standards, some provided answers that were technically correct but did not address the specific issues requested in the question. In subsequent semesters, the wording of this item will be modified to minimize any confusion that may be taking place with respect to this particular item.   The curriculum will also be modified to reiterate each of the criteria across each selection method to reinforce the importance of the criteria. This curriculum modification would affect the last third of the class while the essay question is tied directly to material introduced in the second part of the class (and included on the second exam). This material needs to be reinforced through the end of the semester.   These updates to the curriculum will be incorporated into the class in Fall 2012.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: Subgroups of Management Department faculty and instructors are organized by area, including human resource management, who get together to discuss closing the loop activities. The HR group plans on implementing the closing the loop plans they have identified with respect to this SLO.
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 professor and lecturers

Standard 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 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

Students exceeded expectations overall, but for topics that were below the target, closing the loop suggestions are provided

  - Overall, students exceeded expectations in terms of answering correctly over 60% of the time for the overall goal as well as for both SLOs. Compensation is a very dense class with statistical application, so these results were very encouraging as to the quality of the course as it is currently delivered.

- There were three topics whose % correct were, in some cases, well below the 60% target – Employment Exchange Theory, Broadbanding, and Compa-ratio. It is recommended that additional time be spent explaining these concepts, e.g., the use of more examples in describing the employment exchange theory and the use of more example math problems to work through to demonstrate the concepts of broadbanding and compa-ratio. The use of more problems to work through might help to reinforce these concepts. It should also be noted that the above items were more focused on recall of terminology rather than on application. The items came from the instructors' exam item pool and suggest that perhaps items should be tweaked in terms of how students are assessed for a grade in the course.

- The results were shared with faculty who teach MGT 352—where the topic of compensation is introduced and MGT 462—where these topics are reinforced.

- One example of closing the loop with respect to the some of the areas of underperformance was that in two sections of MGT 352, the topics of broadbanding and compa-ratio, which were not previously covered, were added to the discussion of the compensation chapter material in Spring 2013. Hopefully, having exposure to these topics across multiple courses will help to reinforce these concepts.

   - Fourteen HR specialization students were captured in the sample of MGT 405 students. Given this small number, we will likely move to inside of the classroom assessment for both HR specialization goals given HR classes are populated by a relatively large percentage of HR specialization majors and would give more generalizable results.

   Established in Cycle: 2012 - 2013
   Implementation Status: Planned
   Priority: High
   Responsible Person/Group: Human Resource Faculty

Students exceeded expectations overall, but for topics that were below the target, closing the loop suggestions are provided

- Overall, students exceeded expectations in terms of answering correctly over 60% of the time for the overall goal as well as for both SLOs. Compensation is a very dense class with statistical application, so these results were very encouraging as to the quality of the course as it is currently delivered.

- There were three topics (noted above) whose % correct were, in some cases, well below the 60% target – Employment Exchange Theory, Broadbanding, and Compa-ratio. It is recommended that additional time be spent explaining these concepts, e.g., the use of more examples in describing the employment exchange theory and the use of more example math problems to work through to demonstrate the concepts of broadbanding and compa-ratio. The use of more problems to work through might help to reinforce these concepts. It should also be noted that the above items were more focused on recall of terminology rather than on application. The items came from the instructors' exam item pool and suggest that perhaps items should be tweaked in terms of how students are assessed for a grade in the course.

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   - Fourteen HR specialization students were captured in the sample of MGT 405 students. Given this small number, we will likely move to inside of the classroom assessment for both HR specialization goals given HR classes are populated

by a relatively large percentage of HR specialization majors and would give more generalizable results.

Established in Cycle: 2012 - 2013
Implementation Status: Planned
Priority: High
Responsible Person/Group: Human Resource Faculty

Closing the Loop

Although our benchmarks were met for this SLO, the strategy faculty met and discussed the following action items:

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.

1. 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 faculty

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 faculty and instructors

Closing the Loop

The strategy faculty discussed the following feedback or action items:

1. 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.

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

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

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.
Responsible Person/Group: Core OB professors
Additional Resources: None

Change timing of assessment, revise items, inform instructors

1.

1. Each semester, we will provide T/TT faculty and lecturers teaching HR courses with updates regarding assessment issues and assessment plans relevant to the HR goals (i.e., Goals 5-7).

2. We will convey the results of the assessment of Goals 6 and 7 to all T/TT faculty and lecturers teaching HR courses, so that the instructors can focus additional efforts on the areas in which students had weaker results.

3. We will provide all T/TT faculty and lecturers teaching HR courses with the items related to Goals 6 and 7 so that they can make sure they are adequately covering the corresponding material in class and include these items on their own exams if they so choose.

4. We will move the timing of the collection of assessment data for Goals 6-7 to late in the semester, so that the students who are currently enrolled in the courses most relevant to these goals (i.e., MGT 461 and 462) will have experienced as much of the relevant material as possible.

5. We will revise one of the items used for assessing Goals 6-7. Upon review, we determined that item 7 is not entirely clear and could be more specific. We will clarify the item going forward.

6. During the next assessment cycle for Goals 6 and 7, we will continue the practice of collecting data regarding whether the student has taken the courses most relevant to these goals (i.e., MGT 461 and 462) and when these two courses were taken, in order to determine whether there is a relationship between performance and time lag.

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

Relationships (Measure | Student Learning Outcomes):
    Measure: Management Assessment Test | **Student Learning Outcomes:** Selection Method Decision Making

Projected Completion Date: 09/2016

Change timing of assessment, revise items, inform instructors

1. Each semester, we will provide T/TT faculty and lecturers teaching HR courses with updates regarding assessment issues and assessment plans relevant to the HR goals (i.e., Goals 5-7).

2. We will convey the results of the assessment of Goals 6 and 7 to all T/TT faculty and lecturers teaching HR courses, so that the instructors can focus additional efforts on the areas in which students had weaker results.

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

Change timing of assessment, revise items, inform instructors

1. Each semester, we will provide T/TT faculty and lecturers teaching HR courses with updates regarding assessment issues and assessment plans relevant to the HR goals (i.e., Goals 5-7).

2. We will convey the results of the assessment of Goals 6 and 7 to all T/TT faculty and lecturers teaching HR courses, so that the instructors can focus additional efforts on the areas in which students had weaker results.

3. We will provide all T/TT faculty and lecturers teaching HR courses with the items related to Goals 6 and 7 so that they can make sure they are adequately covering the corresponding material in class and include these items on their own exams if they so choose.

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

Relationships (Measure | Student Learning Outcomes):
Measure: Management Assessment Test | **Student Learning Outcomes:** Critical Evaluation of Selection Methods

Projected Completion Date: 09/2016

Change timing of assessment, revise items, inform instructors

1. Each semester, we will provide T/TT faculty and lecturers teaching HR courses with updates regarding assessment issues and assessment plans relevant to the HR goals (i.e., Goals 5-7). 2. We will convey the results of the assessment of Goals 6 and 7 to all T/TT faculty and lecturers teaching HR courses, so that the instructors can focus additional efforts on the areas in which students had weaker results. 3. We will provide all T/TT faculty and lecturers teaching HR courses with the items related to Goals 6 and 7 so that they can make sure they are adequately covering the corresponding material in class and include these items on their own exams if they so choose. 4. We will move the timing of the collection of assessment data for Goals 6-7 to late in the semester, so that the students who are currently enrolled in the courses most relevant to these goals (i.e., MGT 461 and 462) will have experienced as much of the relevant material as possible. 5. We will revise one of the items used for assessing Goals 6-7. Upon review, we determined that item 7 is not entirely clear and could be more specific. We will clarify the item going forward. 6. During the next assessment cycle for Goals 6 and 7, we will continue the practice of collecting data regarding whether the student has taken the courses most relevant to these goals (i.e., MGT 461 and 462) and when these two courses were taken, in order to determine whether there is a relationship between performance and time lag. (Final) [Preview Formatting]

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

Relationships (Measure | Student Learning Outcomes):
Measure: Management Assessment Test | **Student Learning Outcomes:** Reward Structure Fairness Issues

Projected Completion Date: 09/2016

Change timing of assessment, revise items, inform instructors

1. Each semester, we will provide T/TT faculty and lecturers teaching HR courses with updates regarding assessment issues and assessment plans relevant to the HR goals (i.e., Goals 5-7). 2. We will convey the results of the assessment of Goals 6 and 7 to all T/TT faculty and lecturers teaching HR courses, so that the instructors can focus additional efforts on the areas in which students had weaker results. 3. We will provide all T/TT faculty and lecturers teaching HR courses with the items related to Goals 6 and 7 so that they can make sure they are adequately covering the corresponding material in class and include these items on their own exams if they so choose. 4. We will move the timing of the collection of assessment data for Goals 6-7 to late in the semester, so that the students who are currently enrolled in the courses most relevant to these goals (i.e., MGT 461 and 462) will have experienced as much of the relevant material as possible. 5. We will revise one of the items used for assessing Goals 6-7. Upon review, we determined that item 7 is not entirely clear and could be more specific. We will clarify the item going forward. 6. During the next assessment cycle for Goals 6 and 7, we will continue the practice of collecting data regarding whether the student has taken the courses most relevant to these goals (i.e., MGT 461 and 462) and when these two courses were taken, in order to determine whether there is a relationship between performance and time lag. (Final) [Preview Formatting]

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

Relationships (Measure | Student Learning Outcomes):
Measure: Management Assessment Test | **Student Learning Outcomes:** Reward Structure Design Issues

Projected Completion Date: 09/2016

Results to be shared with Ethics Faculty

Since the benchmark was met, no closing the loop activities were needed. However, results will be shared with Ethics faculty.

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

Relationships (Measure | Student Learning Outcomes):
      Measure: In-Class Essay | **Student Learning Outcomes:** Arguments for and Criticism of Ethical Theories

Results to be shared with Ethics Faculty
Since the benchmark was met, no closing the loop was needed. However, we will be 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 Theory Application