Program: Sustainable Management

Academic Program Assessment Plan (2017-2018)

1. Please review last year's assessment results (2016-2017) as well as the Academic Program Assessment Report with the faculty in your program. How does your program plan to take these results into consideration in future programmatic planning?

   Academic Directors for all campuses participating in the collaborative MSMGT program met in Green Bay on October 31-November 1 to review assessments done during the previous academic year and to review the document on Assessment Task Timeline and Responsibilities. This process requires that assessment reports be sent to Academic Directors by December 31 for the fall semester, May 31 for the spring semester and August 31 for the summer session. The results are then compiled and reviewed at future Academic Director meetings (twice each year).

2. Please review your program's Learning Outcomes. Do any of them need to be updated or clarified?

   a. Please provide brief indications of the kinds of assessment (e.g. course exams, term papers, course projects, senior seminar, senior interview, etc.) that <u>might</u> be used to assess each outcome. (The purpose here is to see that your program has considered ways it might measure each outcome.)

      There are a total of 10 learning outcomes that will be assessed using a range of methods, including research papers, imbedded exam questions, assignments, etc. The appropriate assessment methods for each learning outcome were selected by the instructors for the course where the specific learning outcomes would be assessed.

   b. Please compare your Learning Outcomes to the University's main learning objectives: interdisciplinary, problem-focused education; critical thinking; diversity; environmental sustainability; and engaged citizenship. (These objectives were identified in the MLLO Project, which may be found here: http://www.uwgb.edu/MLLO/.) Which programmatic outcomes match university mission outcomes?

      Given the nature of sustainability, which is typically defined as people, planet and prosperity (3 Ps) or equity, environment and economics (3 Es), the MSMGT program naturally focuses on the Learning Outcomes of the University.

3. Which outcome will you assess this year (2017-2018)?

   As noted above, the Assessment Task Timeline and Responsibilities document that has been created for the program requires that a learning outcome is assessed for each course whenever that course is

taught. Therefore, all of the learning outcomes for the program will be assessed at least once each year.

For courses in the MSMGT program taught by UWGB faculty, the following will be assessed each time the course is taught:

MSMGT 760   Students will be able to critically appraise environmental, energy, and resource policies and to develop a capacity to think critically and creatively about alternative policies.

MSMGT 770   Students will be able to identify relevant evidence and apply appropriate analytical techniques to develop sustainable strategies.

MSMGT 785   Students will be able to identify relevant evidence and apply appropriate analytical techniques to develop sustainable strategies.

4. Which technique will you use to assess this outcome?

    MSMGT 760   Review of the written work submitted for the course as well as a global assessment of 16 discussion forums throughout the semester.

    MSMGT 770   Students complete five written assignments associated with the text. Each one of the assignments is tied to a major theme in responsible management: B-Domains, C-Planning, D- Organizing, E-Leading and F-Controlling.

    MSMGT 785   Students are required to complete a 12-15 page research paper on a topic closely related to waste management and resource recovery. The evaluation of the project includes assessment of the paper and associated presentation by the instructor, as well as a peer-review of the presentation.

5. Which course or group of students will you assess on the outcome chosen above and when?

    All student in each course will be assessed, with students categorized as follows:
    Number of students who mastered competency:
    Number of students who did not master competency:
    Number of students who did not participate in assignment: