



Management | 2016-2017 Assessment Plan

1. Please review last year's assessment results (2015-2016) 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?

Our assessment results were discussed with the graduate faculty. Results indicate that:

Learning Goal 1: Students will have demonstrated teamwork skills. Our graduate students rated their team members favorably on several key process variables that are necessary for proper team functioning, but there is still room for improvement.

Learning goal 2: Students will have demonstrated strategic thinking and global awareness

This goal was assessed in MGMT 759 Managing Knowledge for Sustainability. Except one trait students showed satisfactory performance in this Learning goal.

Learning Goal 3: Students will have demonstrated the ability to evaluate business decisions in terms of how they impact sustainability. Data was collected from five students in MGMT 759 Managing Knowledge for Sustainability. Students were required to conduct a literature review and write a paper that assessed their ability to effectively impact the sustainability of an organization. Students were assessed on four factors: (1) defining the issue; (2) considering multiple perspectives; (3) evaluating the evidence; and (4) procedure and process to solving the issue. Two professors rated the each student on a 4 point scale: (1 = unsatisfactory, 2 = needs improvement, 3 = satisfactory, 4 = exemplary). The results are presented in the table below.

Descriptive Statistics for Rating Factors

| Rating Factors | Sample Size | Minimum | Maximum | Mean | SD | % of Students Who Were Satisfactory |
|--|-------------|---------|---------|------|------|-------------------------------------|
| Defining the Issue | 5 | 2 | 4 | 3.30 | 0.84 | 80% |
| Consideration of Multiple Perspectives | 5 | 2 | 4 | 3.10 | 0.65 | 80% |
| Evaluation of the Evidence | 5 | 1 | 4 | 2.30 | 0.84 | 40% |
| Procedures to Solve the Issue | 5 | 2 | 4 | 3.00 | 0.71 | 80% |

The results indicate that the students' mean score is above 3 on Factors 1, 2, and 4, which indicates that students have demonstrated a rating of "satisfactory" in these three traits. 80% of the students met the satisfactory threshold of 75% of these four factors. In contrast, the mean for factor 3 is 2.30 and only 40% of the students performed at a satisfactory level, which indicates that students need improvement on this factor of evaluating the evidence.

Closing the loop and making changes in the program:

A subset of the graduate faculty discussed ways to increase the overall functioning of teams, especially on preparation and contributions. Although the ratings of team processes were proficient, the task force considered: (1) How to teach team building skills across several different courses. For example, it would be important to assess how students share knowledge on group projects and work as an interdependent unit as opposed to a collection of individuals; (2) Developing a team evaluation form that can be used across the curriculum for standardized assessment; (3) Encouraging professors to conduct team assessments at various points of the semester (e.g., beginning, midterm, end of semester) to diagnose any changes in team functioning and having the students reflect on the feedback to make necessary changes to team processes while the team is still engaged in its goal pursuits; (4) Encouraging faculty to share best practices on developing curriculum that is conducive to effective team projects; and (5) Determining if the use of teams in the classroom prepare students to effectively work in teams once they enter the workforce. Furthermore, a special class was dedicated to setting roles and expectations in the following class to help address the two lowest rated process variables.

A semester long project of developing a marketing plan and launching it in a foreign market was created in MGMT 745 in Spring 2016 semester. This is to increase students' global awareness according to PLLG 2. Separate course modules will be created in MGMT 745 and MGMT 759 to increase students' ability to evaluate business decisions in terms of how they impact sustainability.

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 that might be used to assess each outcome.
 - b. Please compare your Learning Outcomes to the University's main learning objectives. Which programmatic outcomes match university mission outcomes?

A. PLLG 1: This will be assessed in MGMT 730 in Spring 2017. Students are working on a business plan. Students will be asked to evaluate team members on their contribution to teamwork and they will also be evaluated by instructor on their contribution to the business plan.

PLLG 2: In Mgmt 758 we plan to assess PLLG2 by students' answers to case questions.

PLLG 3: Will be assessed in Fall by requesting students to write a paper.

Our outcomes align with universities main learning objectives as follows:

PLLG 1: Students will have demonstrated teamwork skills (i.e., proficient levels of team preparation, participation, interpersonal skills, communication, and intellectual contributions). This aligns with university goal of problem-focused education. Students work as a team to resolve problems and present a solution.

PLLG 2: Students will have demonstrated strategic thinking and global awareness (i.e., establish long-term business direction based on a strategic analysis of information, resources, market drivers, and organizational values). This aligns with university’s MLLO outcome of critical thinking.

Learning Goal 3: Students will have demonstrated the ability to evaluate business decisions in terms of how they impact sustainability (e.g., people, profits, and planet). This aligns with university’s MLLO environmental sustainability.

Our graduate faculty members believe that the learning goals reflect the skills students need to possess in their field, align with university’s MLLOs and they do not need an update currently.

3. Which outcome will you assess this year (2016-2017)?

We will assess PLLG 1 and PLLG 2 this year.

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

We will use direct methods to assess PLLGs.

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PLLG 2: In Mgmt 758 we plan to assess PLLG2 by students’ answers to case questions.

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

| | Learning Outcome 1 | Learning Outcome 2 | Learning Outcome 3 | Learning Outcome 4 |
|-----------------|------------------------|------------------------|--------------------|--------------------|
| Course 1 | MGMT 730 (Spring 2017) | | | |
| Course 2 | MGMT 758 (Spring 2017) | MGMT 758 (Spring 2017) | | |
| Course 3 | | ✓ | MGMT 759 (Fall) | |
| Final Portfolio | | | ✓ | ✓ |