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**Management Department Assessment Plan
Strategies for Implementation in Spring 2005**

The Management Department has two degree programs – Management and Management Information Systems (MIS). We developed four Student Learning Objectives (SLOs) for the Management degree program, and three SLOs for the MIS program.

The SLOs for the Management Degree program are –

Management Major students should be able to:

- 1. Understand key concepts, theories and practices important to the management of organizations.*
- 2. Diagnose organizational situations and develop decisions and managerial actions that enhance organizational effectiveness.*
- 3. Identify methods to obtain and use quantitative as well as qualitative data to solve problems and make effective management decisions.*
- 4. Understand system interdependence and how to minimize the impact of constraints on the effectiveness of organizations.*

The SLOs for the MIS Degree program are –

MIS Major students should be able to:

- 1. Apply knowledge of MIS to enhance organizational effectiveness.*
- 2. Demonstrate understanding of organizational aspects of the information systems development life cycle.*
- 3. Develop an understanding of and apply technical aspects of management information systems, especially those related to the development of information systems.*

We have selected two SLOs for each degree program to assess starting in Spring 2005. We will be assessing SLOs #1 and #3 for the Management degree, and SLO #3 for the MIS degree.

The following pages describe the processes we will be using to assess the SLOs.

A. Assessing Mgmt SLO #1 - Knowledge of Concepts: Understand key concepts, theories and practices important to the management of organizations.

1. **Targeted Courses:** Pre- & Post-test format (GENBA 101 & MANGT 595)
2. **Method of Assessment:** Direct measure – Locally developed comprehensive exam

<i>Criteria</i>	<i>Measurement</i>
1. Knowledge of concepts, theories and practices taught in MANGT 520, 521, & 531 (Will use course SLOs to drive question development)	<ol style="list-style-type: none"> 1. Construct Management Assessment Exam that will include three multiple choice questions per course SLO 2. Administer exam to random sample of management students early in business program (GENBA 101) and at a later stage (MANGT 595) 3. Use web-based or computer process to score exams 4. Compare Pre-program to Post-program scores to determine learning gains, as well as baseline learning

3. **Why is this measure chosen?**

- (a) Assessing students' knowledge of concepts, theories and practices learned in the Management program can be done efficiently and effectively using a general exam. The exam would be structured much like a standardized exam, but it would have the benefit of being developed locally. Thus, it would be more applicable to our own course SLOs.
- (b) Using a Pre-Post Test assessment process allows us to be clear on what students know before going through our program, as well as whether they have retained the important information from the three core classes in Management – MANGT 520, 521, & 531.
- (c) All of the questions used for the test will be pilot-tested in each of the three core Management classes to determine if the question is a valid measure of knowledge gained in that class.

4. **Where will measure be administered?**

The Pre-test will be administered during students' enrollment in GENBA Business Orientation. The Post-test will be administered during students' enrollment in MANGT 595 Business Strategy. Both pre- and post-tests will be administered to a random sample of Management students in each class.

5. **When will measure be administered?**

The assessment exam will be administered once a year during the spring semester.

6. **When will measure be graded? Who will be involved?**

- (a) The assessment exam will be graded during the semester in which it is administered. It is not clear at this time what to expect for raw scores, particularly in the Post-test group. We would expect that a score of at least 70% would give us some confidence that Management students are retaining important information from these classes. We might expect a higher average (80%) to emerge.
- (b) The multiple choice format will allow for the exam to be computer graded.

(c) Depending on the results of the comparison of Pre-test and Post-test, as well as the actual raw scores, the measure (e.g., test) will be refined to continually keep it valid and reliable. Where possible, we will also examine the reliability of each question as its ability to predict scores. This can be done using item analysis. We will use the spring and fall 2005 semesters to pilot-test the measure and make revisions if needed, with the target to have the full assessment plan in effect by spring of 2006.

7. **How will the results of this assessment be used by the department or college?**

The Department will use the results to gain an understanding of students' knowledge base prior to entry into our Management program, and at the end of the program. This will help us determine students' learning & retention of management concepts. Results will be used to redesign curriculum if needed.

B. Assessing Mgmt SLO #3 – Use quantitative as well as qualitative data to solve problems

1. **Related Course:** MANGT 521 – Quantitative Management
2. **Method of Assessment:** Direct measure – Student case reports (group assignment)

<i>Criteria</i>	<i>Measurement</i>
1. Application of the learned quantitative methods	1. Select appropriate teaching cases 2. Two instructors will review student case reports and judge the achievement of this SLO
2. Ability to use quantitative as well as qualitative data for decision making	1. Select appropriate teaching cases 2. Two instructors will review student case reports and judge the achievement of this SLO

3. **Why is this measure chosen?**

- (a) Quantitative Management is the course that emphasizes the introduction and application of various quantitative methods for problem solving. Students are also required to include qualitative information in the decision-making process. Furthermore, most students take this course toward the end of their programs. Overall, it is a good “reference” point to assess this particular SLO.
- (b) Several teaching cases are available and can be integrated into a regular course assignment, which makes this measure economical.

4. **Where will measure be administered?**

Case assignments will be given to MANGT 521 classes each spring, either rotating between different instructors’ classes or across all classes. Rotation would be used so that the results would not be instructor specific.

5. **When will measure be administered?**

The assessment will be given once a year in the spring semester.

6. **When will measure be graded? Who will be involved?**

- (a) All Mgmt 521 instructors should agree with the teaching cases to be used.
- (b) At least two course instructors are required to review 3-5 randomly selected case reports to assess the student learning. Assessment of case reports will be done after the spring semester is completed.
- (c) Pilot testing of the measure will take place in the spring and fall of 2005. All OM instructors will be involved in the pilot testing process so that consistency exists in the grading of case results. This will improve the measure’s reliability and validity, and allow refinement if necessary before full implementation in spring 2006.
- (d) It is not clear what we can expect for grades on this measure. One would expect that students should attain a minimum score of 70% in order for the Department to feel confident in student learning.

7. **How will the results of this assessment be used by the department or college?**

- (a) The Department will use the results to gain an overall assessment of this SLO. Results will be useful to determine whether changes need to be made to the curriculum or to course content.
- (b) Several College SLOs (e.g., College #2 – Written communication; College #7 – Computer skills; College #9 – Creative thinking) could also be assessed using this measure.

C. Assessing MIS SLO #3 – Develop an understanding of and apply technical aspects of management information systems, especially those related to the development of information systems

1. **Targeted Course:** MANGT 686 – Data Administration
2. **Method of Assessment:** Direct measure – Student Portfolios

<i>Criteria</i>	<i>Measurement</i>
1. Demonstrated understanding of technical aspects of management information systems	1. Develop rubric 2. MIS instructors and selected external industry experts will review student portfolios to judge the achievement of this criterion
2. Application of technical aspects to the development of information systems	1. Develop rubric 2. MIS instructors and selected external industry experts will review student portfolios to judge the achievement of this criterion

3. **Why is this measure chosen?**

MIS courses use a hands-on approach to learning. The use of programs, reports, specification documents, systems design diagrams, and other projects are good indicators of learning and capability. While achievement of specific tasks is relatively easy to measure, the required, cumulative assessment across the curriculum is more difficult. Student portfolios will provide a means for viewing the progress of student learning over time, and the achievement of specific learning goals in MIS classes.

4. **Where will measure be administered?**

Portfolios will be compiled in MANGT 686, the capstone course in MIS. This course generally requires that students apply learning gained from prior courses.

5. **When will measure be administered?**

Portfolios will be gathered each spring semester from a sample of students in MANGT 686.

(a) Rubrics will be pilot tested in the spring and fall of 2005 for full implementation in spring of 2006.

(b) Pilot testing will allow faculty to determine appropriate baseline scores and refinement of rubrics if necessary.

6. **When will measure be graded? Who will be involved?**

(a) Portfolios will be assessed at the end of the spring semester.

(b) At least 3 MIS instructors and 2 outside experts in the IS field will assess the portfolios according to a predetermined rubric.

7. **How will the results of this assessment be used by the department or college?**

The Department will use the results to gain an overall assessment of this SLO. Results will be useful to determine whether changes need to be made to the curriculum or to course content.