

ASSESSMENT REPORT Fall 2016

Business Undergraduate: Management Concentration
(Instructional Degree Program)

BBA
(Degree Level)

Program Mission:

The Department of Business Administration is committed to the success of our students and to the highest observance of our professional accreditation standards. The department's goal is to be the best small business department in the Southwest, preparing students to be confident, competent, ethical and responsible decision makers, managers, leaders and agents of economic and social betterment in today's changing global business environment.

Student Learning Outcome 1:

Management students can understand and analyze current management ethical dilemmas involved in the profession.

Traits Specifically Linked to Student Learning Outcome 1

- Mastery of Content Knowledge and Skills
- Communication Skills
- Critical and Reflective Thinking Skills
- Effective Use of Technology
- Qualitative or Quantitative Analysis
Teamwork

First Means of Assessment for Outcome 1:

The score on the ethics/legal challenge assignment in MGMT 364 Organizational Behavior. Criterion measure: 75% of students will score 70% or better = criterion measure met.

Summary of Data:

| MGMT 364 (SLO1 MOA1) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|--|---|--|---|--|
| Fall 2015 | 42 | 32 | 10 | 76.2% |
| Spring 2016 | 25 | 20 | 5 | 80.0% |
| Fall 2016 | 56 | 50 | 6 | 89.3% |

Second Means of Assessment for Outcome 1:

The score on a Human Resources Management topic related to ethics in MGMT 386 Human Resource Management. Criterion measure: 75% of students will score 70% or better = criterion measure met.

Summary of Data:

| MGMT 386 (SLO1 MOA2) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|--|---|--|---|--|
| Fall 2015 | 24 | 21 | 3 | 87.5% |
| Spring 2016 | 25 | 20 | 5 | 80.0% |
| Summer 2016 | 26 | 24 | 2 | 92.3% |
| Fall 2016 | 50 | 46 | 4 | 92.0% |

Third Means of Assessment for Outcome 1:

Case studies/analytical essays/presentations will assess students' ability to identify and evaluate leadership skills in a wide range of organizational ethical problems in MGMT 453 Organizational Leadership. Criterion measure: 75% of students will score 70% or better = criterion measure met.

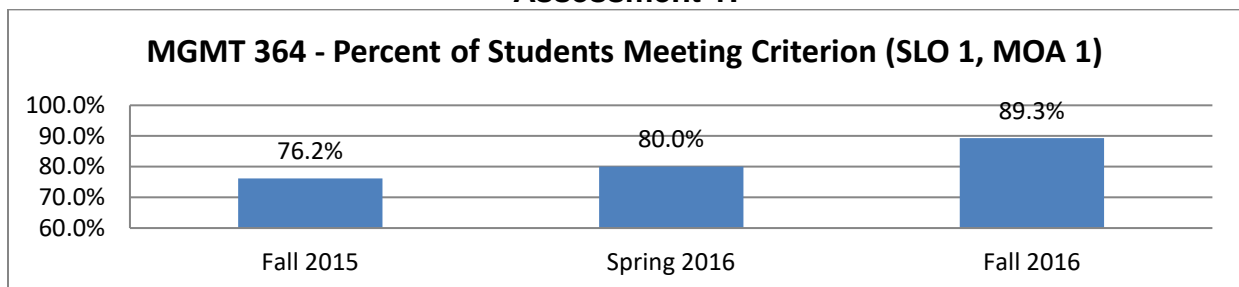
Summary of Data:

| MGMT 453 (SLO1 MOA3) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|--|---|--|---|--|
| Fall 2015 | 30 | 25 | 5 | 83.3% |
| Spring 2016 | 15 | 12 | 3 | 80.0% |
| Summer 2016 | 19 | 17 | 2 | 89.5% |
| Fall 2016 | 10 | 9 | 1 | 90.0% |

Interpretation of Results for Student Learning Outcome 1:

Students meeting criterion increased for means of assessment 1 and 3. Number of students meeting criterion for means of assessment 2 decreased slightly, by 0.2%. Although there was a slight decrease in means of assessment 2, criterion measure was exceeded for the three means of assessments. This demonstrates that students are able to analyze current management ethical dilemmas involved in the profession.

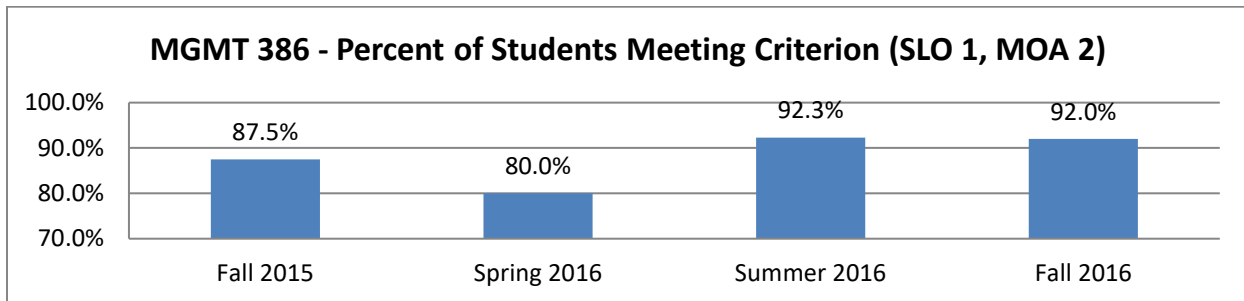
Assessment 1:



Percent of students meeting criterion increased from 76.2% in fall 2015 to 80% in spring 2016 and 89.3% in fall 2016. Criterion measure was exceeded at the three data points.

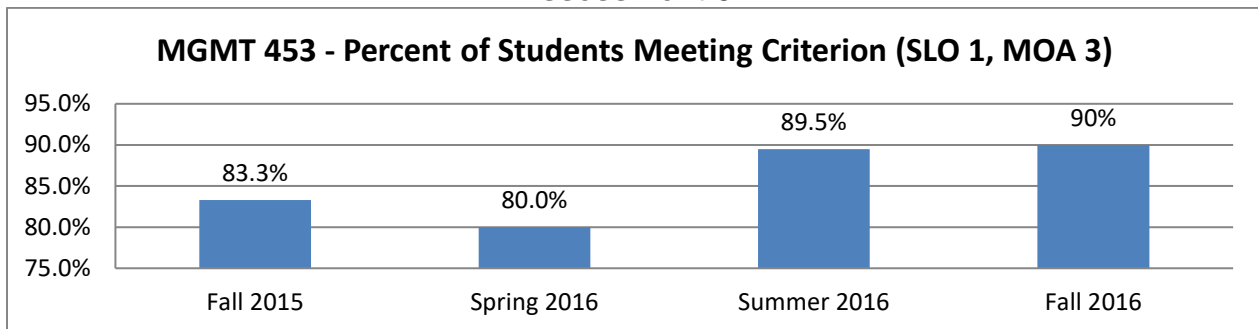
Added to MGMT 364 Organizational Behavior this semester were improvements suggested by previous outcomes assessment interpretations of inviting guest speakers into the classroom and having students ask pre-developed ethical questions. Student participation with the local content experts increased as compared to prior semesters. Going forward faculty will continue the practice. In addition, the Enron video will be used for the students to analyze and understand a real world ethical dilemma which brought down a major global company along with their auditor, Arthur Anderson CPA.

Assessment 2:



Percent of students meeting criterion decreased from 87.5% in fall 2015 to 80% in spring 2016 then increased to 92.3% in summer 2016 and decreased slightly to 92% in fall 2016. Criterion measure was exceeded at the four data points. The improvement suggested by previous outcomes assessment interpretations of inviting guest speakers to discuss ethical dilemmas they faced in their careers was added to MGMT 386 HR Management. Student comments in response to guest speakers were extremely positive. Students were required to include guest speaker presentation to ethical portion of research paper assignment. Most students took a greater interest in discussing real world ethical issues this semester.

Assessment 3:



Percent of students meeting criterion decreased from 83.3% in fall 2015 to 80% in spring 2016 then increased to 89.5% in summer 2016 and 90% Fall 2016. Criterion measure was exceeded at the four data points. The previous outcomes assessment interpretations recommended inviting community leaders as guest speakers. This was not implemented in the fall of 2016. Instead, students were exposed to real world ethical dilemmas. Throughout the fall 2016 semester, students discussed and evaluated leadership skills and organizational ethical problems through case studies. Students evaluated several ethical dilemmas and posted their responses through a discussion board. All students completing the assessment met the criterion; however, one student did not complete the assignment. Given that students are meeting the expectations, faculty will continue to use case studies to expose students to ethical dilemmas they may face in the future as business leaders. Use of discussion board will

continue to promote and encourage discussion of ethical dilemmas faced by leaders and managers.

Student Learning Outcome 2:

Management students can explain and are able to apply management theories (expectancy/goal setting/equity) in solving complex business problems with real world business tactics that translate into measurable results.

Traits Specifically Linked to Student Learning Outcome 2

- Mastery of Content Knowledge and Skills
- Effective Communication Skills
- Critical and Reflective Thinking Skills
- Effective Use of Technology
- Qualitative or Quantitative Analysis
- Teamwork

First Means of Assessment for Outcome 2:

The students, using essay responses, will demonstrate their ability to transform ideas and concepts into practical programs, incentive or tactics used to motivate employees at work (intrinsic or extrinsic measures) in MGMT 364 Organizational Behavior. Criterion measure: 75% of students will score 70% or better = criterion measure met.

Summary of Data:

| MGMT 364 (SLO2 MOA1) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|----------------------------------|-----------------------------------|---------------------------------------|--|---------------------------------|
| Fall 2015 | 42 | 32 | 10 | 76.2% |
| Spring 2016 | 25 | 21 | 4 | 84.0% |
| Fall 2016 | 56 | 48 | 8 | 85.7% |

Second Means of Assessment for Outcome 2:

Students will demonstrate in their case studies/analytical essays/presentation how leaders use management theories in practice through their public communications and be assessed on their ability to identify leadership skills in a wide range of organizational contexts evaluated in MGMT 453 – Organizational Leadership. Criterion measure: 75% of students will score 70% or better = criterion measure met.

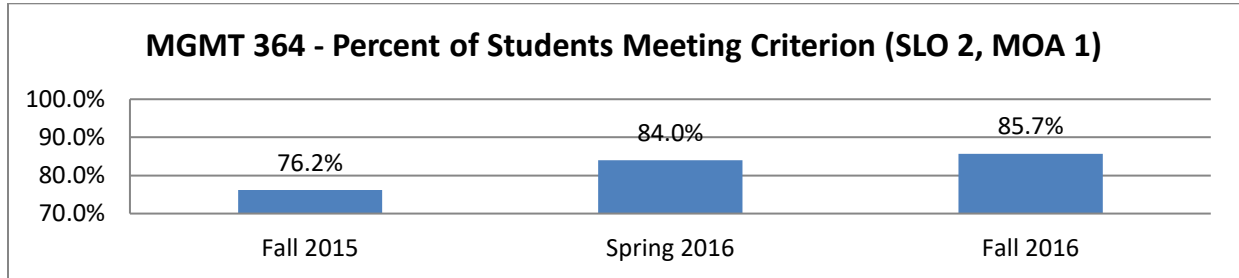
Summary of Data:

| MGMT 453 (SLO2 MOA2) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|----------------------------------|-----------------------------------|---------------------------------------|--|---------------------------------|
| Fall 2015 | 30 | 25 | 5 | 83.3% |
| Spring 2016 | 15 | 13 | 2 | 86.7% |
| Summer 2016 | 19 | 17 | 2 | 89.5% |
| Fall 2016 | 10 | 9 | 1 | 90.0% |

Interpretation of Results for Outcome 2:

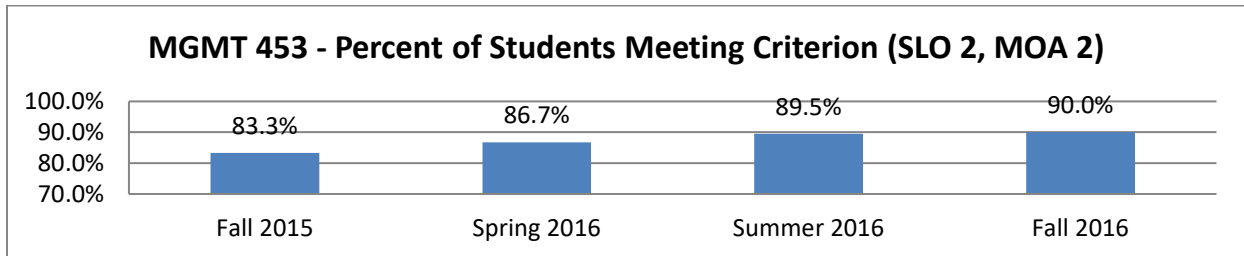
Percent of students meeting criterion increased each semester for both means of assessment. Criterion measure was exceeded for both means of assessments. Students are able to explain and apply management theories to solve complex business problems.

Assessment 1



Percent of students meeting criterion increased from 76.2% in fall 2015 to 84% in spring 2016 and 85.7% in fall 2016. Criterion measure was exceeded at the three data points. As mentioned in SLO 1 MOA 1, the previous outcomes assessment interpretations recommended inviting community leaders as guest speakers and student participation with the local content experts increased as compared to prior semesters. Going forward faculty will continue the practice. The students were able to develop real programs such as equitable compensation packages, training programs with goal setting measures and motivational incentive programs that impacted the workforce perceptions of fairness.

Assessment 2



Percent of students meeting criterion increased from 83.3% in fall 2015 to 86.7% in spring 2016, 89.5% summer 2016 and 90% in fall 2016. Criterion measure was exceeded at the four data points. FY 2015-2106 outcomes assessment interpretations suggested exploring more business video presentations of global leaders. The suggestion was implemented in the fall of 2016. Throughout the semester (fall 2016) the focus was on how leaders deal with a wide range of organizational contexts through a four frame model: structural, human resources, political, and symbolic. Students assessed different case scenarios and had to solve problems through the four frame model. Students were exposed to different case studies, readings besides the textbook, and videos. Students demonstrated interest and participated in course discussion and submitted their work. One way to improve the course and students' learning is by increasing the number of case scenarios students analyze in this course.

Student Learning Outcome 3:

Management students will successfully complete a comprehensive presentation/essay project involving the pros and cons of leadership. Criterion measure: 75% of students will score 70% or better = criterion measure met.

Traits Specifically Linked to Student Learning Outcome 3

- Mastery of Content Knowledge and Skills
- Effective Communication Skills
- Critical and Reflective Thinking Skills
- Effective Use of Technology
- Qualitative or Quantitative Analysis
- Teamwork

First Means of Assessment for Outcome 3:

Leadership end of chapter presentation on discussion questions will assess the comprehension of leadership style effectiveness in MGMT 364 – Organizational Behavior. Criterion measure: 75% of students will score 70% or better = criterion measure met.

Summary of Data:

| MGMT 364 (SLO3 MOA1) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|--|---|--|---|--|
| Fall 2015 | 42 | 31 | 11 | 73.8% |
| Spring 2016 | 25 | 22 | 3 | 88.0% |
| Fall 2016 | 56 | 51 | 5 | 91.1% |

Second Means of Assessment for Outcome 3:

The students' case studies/analytical essays/presentation will assess the ability to identify leadership style and skills in organizational contexts in MGMT 453 Organizational Leadership. Criterion measure: 75% of students will score 70% or better = criterion measure met.

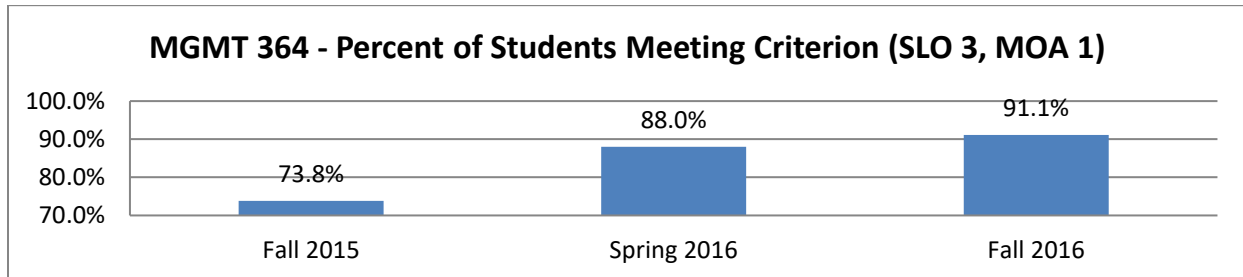
Summary of Data:

| MGMT 453 (SLO3 MOA2) Data Points | Total Number of Students Assessed | Numbers of Students Meeting Criterion | Number of Students Not Meeting Criterion | % of Students Meeting Criterion |
|--|---|--|---|--|
| Fall 2015 | 30 | 25 | 5 | 83.3% |
| Spring 2016 | 15 | 12 | 3 | 80.0% |
| Summer 2016 | 19 | 17 | 2 | 89.5% |
| Fall 2016 | 10 | 10 | 0 | 100.0% |

Interpretation of Results for Outcome 3:

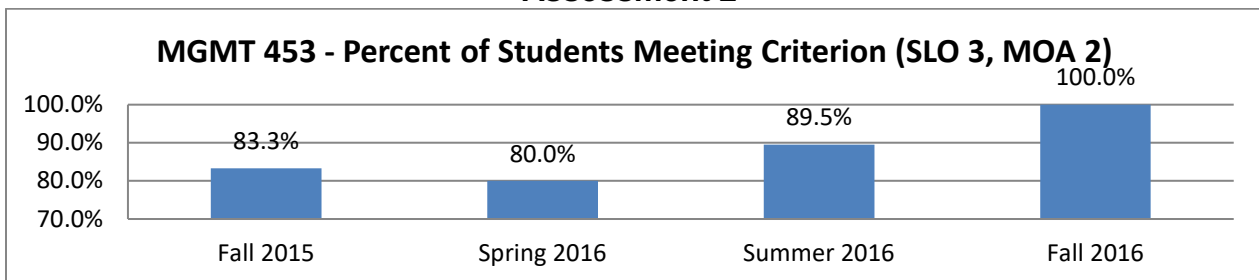
Percent of students meeting criterion increased each semester for both means of assessment. Students successfully completed a comprehensive presentation project involving the pros and cons of leadership.

Assessment 1



Percent of students meeting criterion increased from 73.8% in fall 2015 to 88% in spring 2016 and 91.1% in fall 2016. Criterion measure was not met in fall 2015 but was exceeded criterion measure in spring 2016 and fall 2016 assessments. Again, the previous outcomes assessment interpretations recommended inviting community leaders as guest speakers. Guest speakers spoke were added in fall 2016. The students were asked and delivered a compare and contrast presentation and essay which looked at not only a good leader but a bad leader which allowed students to fully understand the major differences between leaders who believe in the “we” of an organization versus a narcissistic leader who believes only in the “I” of an organization. The next edition of “Snapshots of Great Leadership” by Jon Howell will include an increased number of both good and bad leaders for student to compare and contrast.

Assessment 2



Percent of students meeting criterion increased from 80% in fall 2015 and Spring 2016 to 89.5% in summer 2016 and 100% in fall 2016. Criterion measure was exceeded at the four data points. As stated above, FY 2015-216 outcomes assessment interpretations suggested exploring more business video presentations of global leaders. The suggestion was implemented in the fall of 2016. In fall 2016, students were exposed to and assessed different leaders and their leadership style through a four frame model: structural, human resources, political, and symbolic. To culminate the course each student analyzed one leader. Students had to write a paper and conduct an oral presentation. Students did an excellent job meeting and exceeded expectations. This course can be improved by a continued exposure to the work of different leaders, through additional readings, and continuing to assess organizational situations through the four frame model.

Utilization of Results:

An annual review of outcome assessment results lead to revision of outcomes assessment plans in fall semester 2012, fall semester 2015, and again in spring semester 2017. Outcomes assessment results have been utilized to improve student learning in a variety of ways including improvements to course content and delivery, an increased emphasis on ethics and globalization, and to changes and improvements in the business administration curriculum. . Importantly, revisions included changes based on prior outcomes assessment results.

Changes to Program Based on Results:

During the fall semester 2016 the Department conducted a comprehensive review of its curriculum for the BBA concentrations. The purpose of the review was to align the program's requirements with the university's overall graduation and ACBSP requirements, to provide greater to flexibility for students in pursuing courses of interest, and to align the curriculum with the Department's capacity to dependably and regularly deliver the curriculum. The revised curriculum increased emphasis on ethics and globalization.

Improvements in course content and delivery: Faculty has made modifications to individual course requirements and the means of assessment in several courses based on outcomes assessment results.

Business Strategy Game: The Department is using the Business Strategy Game as a means of external assessment in the BBA capstone course Prerequisites were added to the MBA capstone course so students have a stronger foundation in business principles before competing in the Business Strategy Game. With a stronger foundation in business principles students complete the Business Strategy Game with a higher success rate.

Increased availability of tutoring services: The Department's faculty and graduate assistants provide students with tutoring support.

The Department requires use of Desire2Learn, the University's online course learning management system, by all faculty for all course, whether traditional, hybrid or online.

Retention Strategies:

Continue utilizing outcomes assessment results as a means of improving student learning and the quality of education in the Department of Business Administration.

The Department of Business Administration reduced the credit hour requirements for the BBA degree from 75 to 69 credit hours. The change allows students greater flexibility in pursuing courses of interest.

The Department of Business faculty will respond to student email and phone messages within 24 hours during the work week. Email and phone messages received on weekends and holidays will be returned the next work day.

Department of Business faculty will effectively advise students toward degree completion. Students are assigned an academic advisor in their chosen BBA concentration area. By 9th week of the semester, advisees are contacted by academic advisor.

Department of Business faculty will participate in university activities and programs aimed at increasing retention.

Department of Business faculty and staff will provide excellent customer service to all students.

In spring 2017, monthly “Coffee with the Dean” hour for students was established and “Welcome Back Student BBQ” was reinstated. Both were a huge success and will continue. Having regular informal meetings with students leads to shared information and sense of being valued and belonging.