Department of Management
Assessment Report - 2003

The Department of Management implemented four new concentrations during the Fall 2000 semester. Management majors are now able to declare a concentration in the areas of Human Resource Management, Entrepreneurship and Small Business Management, Computer Information Management, and General Management. In a continuing effort to offer specialized courses that are responsive to the needs of management majors, the department offered five new classes in support of its concentrations: Data Management for Business; Small Business Management; Managing Diversity; Staffing, Compensation, and Employee Development; and Leadership. The need for the new course offerings was determined through an analysis of workforce demands and assessment of management majors and graduating seniors in previous years' assessment reports. In addition to these courses, the department began offering internships for students during the Spring 2001 semester.

At the same time, the Department of Management revised its educational objectives, which are published in the *General Catalogue*. These objectives are linked to the goals outlined in the new Major Field Assessment plan:

1.   Students will acquire a basic knowledge and understanding of organizational management.

2.   Students will develop an appreciation for contemporary challenges facing managers such as diversity in the workplace, the global economy, technological change, and ethics in managerial decision making.

3.   Students will be able to demonstrate managerial competencies in planning, organizing, and controlling organizational resources in one of four concentrations:

Human Resource Management
Entrepreneurship and Small Business Management   ·
Computer Information Management
General Management

4.   Students will develop essential leadership skills such as interpersonal skills, oral and written communication skills, and problem-solving skills.

5.   Students will be able to apply technology for the purpose of organizational management and problem solving.

As in previous years, the department continues to use a combination of data from departmental surveys and data provided by the Office of Institutional Research and Assessment. During the Spring 2001, the department's Planning and Assessment committee began a process to review and revise the department's MFA Plan, originally adopted in 1997. The goal of the committee

was to create an assessment portfolio that measures the extent to which the department is meeting its degree-program educational objectives specified in the General Catalogue. As a result, new surveys were created and were administered to management and non-management majors. The new MFA plan assesses student perceptions within newly created concentrations. The results presented in this report represents second year of data collection using the new instruments. In some instances (i.e., the concentration surveys), the number of students providing data is small (i.e., few or no seniors had declared a concentration at that time). Surveys were distributed to management seniors.

Report on Results

Goal 1: Students will acquire a basic knowledge and understanding of organizational management

The majority of management majors indicate that they have a basic knowledge and understanding of organizational management as assessed by items on the department's senior survey (see Goal Attainment Framework). On average, 75.5 percent (n=50) of management majors indicated that they "Agree" or "Strongly Agree" with four items measuring the extent to which students have a realistic view of the business world and the extent to which students have the skills necessary to manage in the business world. This percentage approximates the 2001-2002 results (77.1%, n=43) and the 75.5 percent of students responding to similar items on the 1999 Senior Survey. We believe the department's efforts to provide greater depth of instruction in management concepts through offering students the opportunity to specialize through concentrations has led to students being better prepared for the business world.

Goal 2: Students will develop an appreciation for contemporary challenges facing managers such as diversity in the workplace, the global economy, technological change, and ethics in managerial decision making.

Students agreed that the degree program allowed them to develop an appreciation for contemporary challenges facing managers: 100 percent (n=10) of the Computer Information Management students responded favorably; 100 percent (n=7) of the Entrepreneurship and Small Business Management students responded favorably; 78.6 percent (n=14) of the General Management students responded favorably; and 90 percent (n=10) of the Human Resource Management students responded favorably. The percentages have increased over 2001-2002 in all instances except for the General Management concentration. The department has begun to offer more sections of diversity management classes and international business classes. Although the diversity class is not a required class in the curriculum, we are seeing a trend upwards in the number of students taking the class. Ethics coverage is required by the College's accreditation body. The declining percentage in the General Management concentration was unexpected and is being addressed by the department through advising students to take the diversity class and information systems classes as electives within their concentration.

Goal 3: Students will be able to demonstrate managerial competencies in planning, organizing, and controlling organizational resources in one of four concentrations: 1) Human Resource Management, 2) Entrepreneurship and Small Business Management, 3) Computer Information Management, and 4) General Management.

Students agreed that they were able to demonstrate competencies in planning organizing, and controlling organizational resources as measured by concentration: 80 percent (n=10) of the Computer Information Management students responded favorably; 85.7 percent (n=7) of the Entrepreneurship and Small Business Management students responded favorably; 85.7 percent (n=14) of the General Management students responded favorably; and 100 percent (n=10) of the Human Resource Management students responded favorably. The most significant change over 2001-2002 occurred for Computer Information Management majors (80% vs. 50% the year before). Also, the Human Resource Management majors reported an increase over the previous year (100% vs. 80% the previous year). As result of improved perceptions, we believe students are beginning to reap the benefits of the specialized courses offered within their chosen concentration.

Goal 4: Students will develop essential leadership skills such as interpersonal skills, oral and written communication skills, and problem-solving skills.

The majority of management majors indicate that they have developed essential leadership skills as assessed by items on the department's senior survey (see Goal Attainment Framework). On average, 63.3 percent (n=50) of management majors indicated that they "Agree" or "Strongly Agree" with three items measuring the extent to which students can apply computers for problem-solving and have developed problem-solving and interpersonal skills. This percentage is down from 68.8 percent of management majors surveyed in 2002. Examining the results for individual items shows that students responded least favorably (49%) to the item: "management courses I have taken have taught me how to effectively apply computers for problem solving." For the remaining items, 70 percent of students responded favorably to "critical thinking skills" and 74 percent responded favorably to "interpersonal skills."

There is room for improvement in meeting this goal. We will continue our efforts to provide a "skills" focus in classes such as Management 351 (Management of Organizations), Management 473 (Organizational Behavior), Management 476 (Staffing, Compensation, and Employee Development), Management 375 (Small Business Management) and Management 310 (Database Management). However, the consistently low ratings by students for applying "computers for problem solving" will continue to be addressed.

Goal 5: Students will be able to apply technology for the purpose of organizational management and problem solving.

For Goal #5, 50 percent (n=10) of the students responding to the SLU Undergraduate Alumni Survey indicated they are able to apply technology for the purpose of organizational management and problem solving. Consistent with the findings related to the other goals, this is an important area the department will continue to address.

Goal Attainment Framework
B.A., Management
2002-2003

Goal 1:

Students will acquire a basic knowledge and understanding of organizational management.

Means of Assessment:

Department of Management Senior Survey
Addendum to the SLU Alumni Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on *Department of Management Senior Survey* indicating they "Agree" or "Strongly Agree" with question 6, parts a, b, c and d combined[1].	50% and Below	51-60%	61-70%	71-80% (75.5%) (n=50)	81% and Above
% of students on the *Addendum to the SLU Alumni Survey* indicating they "Agree" or "Strongly Agree" with question 2, parts a, b and c combined[2].	50% and Below	51-60%	61-70% (67.7%) (n=11) (Years 1998-2000)	71-80%	81% and Above

[1]Items from the Department of Management Senior Survey:
>   The Management courses here at SLU provided me with a realistic view of the business world.
>   The Management courses here at SLU provided me with the skills I need to successfully manage a business.
>   The Management courses here at SLU provided me with the knowledge and skills I need to successfully manage teams.
>   Because of the Management courses I have taken here at SLU, I will be able to effectively manage employees when I graduate.

[2]Items from the Addendum to the SLU Alumni Survey:
>   The management courses at SLU provided me with the skills I needed to successfully manage a business.
>   The management courses at SLU provided me with the knowledge and skills I needed to successfully manage teams.
>   Because of the management courses I completed at SLU, I was able to effectively manage employees.

Goal Attainment Framework
B.A., Management
2002-2003

Goal 2:

Students will develop an appreciation for contemporary challenges facing managers such as diversity in the workplace, the global economy, technological change, and ethics in managerial decision making.

Means of Assessment:
Computer Information Management Concentration Survey
Entrepreneurship and Small Business Management Concentration Survey
General Management Concentration Survey
Human Resource Management Concentration Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on Computer Information Management Concentration Survey indicating they "Agree" or "Strongly Agree" with question 6.[1]	50% and Below	51-60%	61-70%	71-80%	81% and Above (100%) (n=10)
% of students on Entrepreneurship and Small Business Management Concentration Survey indicating they "Agree" or "Strongly Agree" with question 9.[2]	50% and Below	51-60%	61-70%	71-80%	81% and Above (100%) (n=7)
% of students on the General Management Concentration Survey indicating they "Agree" or "Strongly Agree" with question 5.[3]	50% and Below	51-60%	61-70%	71-80% (78.6%) (n=14)	81% and Above
% of students on the Human Resource Management Concentration Survey indicating they "Agree" or "Strongly Agree" with question 5.[4]	50% and Below	51-60%	61-70%	71-80%	81% and Above (90%) (n=10)

[1] Item from Computer Information Management Concentration Survey
   From the knowledge of the Management courses I have taken I have developed an appreciation of the challenges faced by managers relative to diversity in the workplace, technology changes in society, and ethical business conduct.
[2] Item from Entrepreneurship and Small Business Management Concentration Survey
   From the knowledge of the Management courses I have taken I have developed an appreciation of the challenges faced by managers relative to diversity in the workplace, technology changes in society, and ethical business conduct.
[3] Items from General Management Concentration Survey
   From the knowledge of the Management courses I have taken I have developed an appreciation of the challenges faced by managers relative to diversity in the workplace, technology changes in society, and ethical business conduct.
[4] Items from Human Resource Management Concentration Survey
   From the knowledge of the Management courses I have taken I have developed an appreciation of the challenges faced by managers relative to diversity in the workplace, technology changes in society, and ethical business conduct.

Goal Attainment Framework
B.A., Management
2002-2003

Goal #3:

Students will be able to demonstrate managerial competencies in planning, organizing, and controlling organizational resources in one of four concentrations: 1) Human Resource Management, 2) Entrepreneurship and Small Business Management, 3) Computer Information Management, and 4) General Management.

Means of Assessment:
Computer Information Management Concentration Survey
Entrepreneurship and Small Business Management Concentration Survey
General Management Concentration Survey
Human Resource Management Concentration Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on the Computer Information Management Concentration Survey indicating they "Agree" or "Strongly Agree" with question 5.[1]	50% and Below	51-60%	61-70%	71-80% (80%) (n=10)	81% and Above
% of students on Entrepreneurship and Small Business Management Concentration Survey indicating they "Agree" or "Strongly Agree" with question 5.[2]	50% and Below	51-60%	61-70%	71-80%	81% and Above (85.7%) (n=7)
% of students on the General Management Concentration Survey indicating they "Agree" or "Strongly Agree" with question 3.[3]	50% and Below	51-60%	61-70%	71-80%	81% and Above (85.7%) (n=14)
% of students on the Human Resource Management Concentration Survey indicating they "Agree" or "Strongly Agree" with question 3.[4]	50% and Below	51-60%	61-70%	71-80%	81% and Above (100%) (n=10)

[1] Item from Computer Information Management Concentration Survey
> From the knowledge of the Management courses I have taken I can apply and use the methodologies for the analysis and design of management information systems.

[2] Item from Entrepreneurship and Small Business Management Concentration Survey
> I can apply and use the methods from the Management courses I have taken to organize human resources and recognize outsourcing opportunities.

[3] Items from General Management Concentration Survey
> From the knowledge of the Management courses I have taken I can apply methods for planning and allocating business resources.

[4] Items from Human Resource Management Concentration Survey
> From the knowledge of the Management courses I have taken I can apply the methods of recruiting, evaluating, and selecting human resources.

Goal Attainment Framework
B.A., Management
2002-2003

Goal #4:
Students will develop essential leadership skills such as interpersonal skills, oral and written communication skills, and problem-solving skills.

Means of Assessment:
Department of Management Senior Survey
Addendum to the SLU Alumni Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on the Department of Management Senior Survey indicating they "Agree" or "Strongly Agree" with question 6, parts e, f and g combined.[1]	50% and Below	51-60%	61-70% (63.3%) (n=50)	71-80%	81% and Above
% of students on the Addendum to the SLU Alumni Survey indicating they "Agree" or "Strongly Agree" with question 2, parts e and f combined.[2]	50% and Below	51-60%	61-70% (65%) (n=10) (Year 1998-2000)	71-80%	81% and Above

[1]Items from the Department of Management Senior Survey:
> To this point, the management courses I have taken have taught me how to effectively apply computers for problem solving.
> The management courses here at SLU have helped me develop critical thinking skills.
> The management courses here at SLU have helped me develop interpersonal skills.

[2]Items from the Addendum to the SLU Alumni Survey:
> The management courses at SLU helped me develop critical thinking and leadership skills.
> The management courses at SLU helped me develop interpersonal skills.

Goal Attainment Framework
B.A., Management
2002-2003

Goal #5:
Students will be able to apply technology for the purpose of organizational management and problem solving.

Means of Assessment:
Addendum to the SLU Alumni Survey
Addendum to the SLU Senior Exit Survey

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on the Addendum to the SLU Alumni Survey indicating they "Agree" or "Strongly Agree" with question 2, part d.[1]	50% and Below	51-60% (50%) (n=10)	61-70%	71-80%	81% and Above
% of students on the Addendum to the SLU Senior Exit Survey indicating they "Agree" or "Strongly Agree" with question 36.[2]	50% and Below	51-60%	61-70% **Data Not Available**	71-80%	81% and Above

[1]Items from the Addendum to the SLU Alumni Survey:
The information management courses I completed at SLU taught me how to effectively apply computers in problem solving.
[2]Items from the Addendum to the SLU Senior Exit Survey:
How satisfied are you with the microcomputer skills you obtained while a student at SLU?