

Goal Attainment Framework
B.A., Management
2000-2001

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
Instructor's Assessment of Senior Student Performance

Expected Outcome	Much Less than Expected	Less than Expected	Expected	More than Expected	Much More than Expected
% of students on <i>Department of Management Senior Survey</i> 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% (n=43)	81% and Above
% of students on the <i>Addendum to the SLU Alumni Survey</i> indicating they "Agree" or "Strongly Agree" with question 2, parts a, b and c combined ² .	50% and Below	51-60%	61-70%	71-80%	81% and Above
Average score on <i>Instructor's Assessment of Senior Student Performance</i> indicating an instructor's assessment of student performance to question 1 ³ .	1.50 and Below	1.51-2.50	2.51-3.50	3.51-4.50	4.51 and Above

¹Items from the Department of Management Senior Survey:

- a. The Management courses here at SLU provided me with a realistic view of the business world.
- b. The Management courses here at SLU provided me with the skills I need to successfully manage a business.
- c. The Management courses here at SLU provided me with the knowledge and skills I need to successfully manage teams.
- d. Because of the Management courses I have taken here at SLU, I will be able to effectively manage employees when I graduate.

²Items from the Addendum to the SLU Alumni Survey:

- a. The management courses at SLU provided me with the skills I needed to successfully manage a business.
- b. The management courses at SLU provided me with the knowledge and skills I needed to successfully manage teams.
- c. Because of the management courses I completed at SLU, I was able to effectively manage employees.

³Item from the Instructor's Assessment of Senior Student Performance Survey:

- a. The students were able to apply the principles of management, finance, marketing, and accounting to demonstrate a basic knowledge and understanding of organizational decision making.

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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
% 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
% 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%	81% and Above (n=11)
% 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 (n=2)

¹Item from Computer Information Management Concentration Survey

- a. 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

- a. 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

- a. 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

- a. 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.

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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%	81% and Above (n=2)
% 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
% 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 (n=11)
% 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 (n=2)

¹Item from Computer Information Management Concentration Survey

- a. From the knowledge of the Management courses I have taken I can apply and use the methodologies for designing, and making decisions concerning the management of decision support systems.

²Item from Entrepreneurship and Small Business Management Concentration Survey

- a. I can apply and use the methods from the Management courses I have taken to organize human resources and recognize outsourcing opportunities.

³Items from General Management Concentration Survey

- a. From the knowledge of the Management courses I have taken I can apply methods for planning and allocating business resources.

⁴Items from Human Resource Management Concentration Survey

- a. From the knowledge of the Management courses I have taken I can apply the methods of recruiting, evaluating, and selecting human resources.

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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
Instructor's Assessment of Senior Student Performance

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%	71-80% (n=43)	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%	71-80%	81% and Above
Average score on the Instructor's Assessment of Senior Student Performance Survey indicating an instructor's assessment of student performance with questions 2 and 3. ³	1.50 and Below	1.51-2.50	2.51-3.50	3.51-4.50	4.51 and Above

¹Items from the Department of Management Senior Survey:

- a. To this point, the management courses I have taken have taught me how to effectively apply computers for problem solving.
- b. The management courses here at SLU have helped me develop critical thinking skills.
- c. The management courses here at SLU have helped me develop interpersonal skills.

²Items from the Addendum to the SLU Alumni Survey:

- a. The management courses at SLU helped me develop critical thinking and leadership skills.
- b. The management courses at SLU helped me develop interpersonal skills.

³Item from the Instructor's Assessment of Senior Student Performance Survey:

- a. The students were able to demonstrate essential leadership skills and managerial competencies for problem solving.
- b. The students readily developed interpersonal skills and team building including formal oral and written case analyses.

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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
Instructor's Assessment of Senior Student Performance
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%	61-70%	71-80%	81% and Above
Average score on the Instructor's Assessment of Senior Student Performance Survey indicating an instructor's assessment of student performance to question 4. ²	1.50 and Below	1.51-2.50	2.51-3.50	3.51-4.50	4.51 and Above
% of students on the Addendum to the SLU Senior Exit Survey indicating they "Agree" or "Strongly Agree" with question 36. ³	50% and Below	51-60%	61-70%	71-80%	1.50 and Below

¹Items from the Addendum to the SLU Alumni Survey:

- a. The information management courses I completed at SLU taught me how to effectively apply computers in problem solving.

²Item from the Instructor's Assessment of Senior Student Performance Survey:

- a. The students were able to demonstrate technological competencies for presentation purposes, problem solving, and decision making.

³Items from the Addendum to the SLU Senior Exit Survey:

- a. How satisfied are you with the microcomputer skills you obtained while a student at SLU?

Department of Management Assessment Report - 2001

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. However, 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. Because the new MFA plan assesses student perceptions within newly created concentrations, some data was unavailable at that time of collection and, in some instances, the number of students providing data was small (i.e., few or no seniors had declared a concentration at that time). Additionally, since the Spring 2001, some of the survey instruments have been further refined. As a result, some data for the current, approved goal attainment framework was not available in the Spring 2001 semester.

Report on Results

Surveys were distributed to seniors, both management and non-management majors, enrolled in the capstone course for business majors - Management 464, business Policy and Decision Making.

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, 78.5% of management majors (n=43) 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 is up from 75.5% 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.

Because data was collected from seniors by concentration, and because the concentrations were newly implemented and students were at the early stages of declaring their concentration, only thirteen students in two concentrations were surveyed. Generally, students agreed that the degree program allowed them to develop an appreciation for contemporary challenges facing managers. A diversity management class was offered, students are required to take an international business class, new courses in the Computer Information Management concentration were delivered, and ethics coverage is required by the College's accreditation body.

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.

Again, because data was collected from seniors by concentration, and because the concentrations were newly implemented and students were at the early stages of declaring their concentration, fifteen students in three concentrations were surveyed. Generally, students agreed that they were able to demonstrate competencies in planning organizing, and controlling organizational resources as measured by 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, 75.2% of management majors (n=43) 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 up from 62.5% of students responding to similar items on the 1999 Senior Survey. We believe the department's 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) accounts for the change in perceptions.

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

Data for 2000-2001 not available.

Summary

The new assessment methodology based on degree-program educational objectives will continue to evolve. The 2000-2001 year will serve as a baseline for subsequent assessments. The department will continue to monitor the effects of the substantial curriculum revisions implemented during 2000-2001. The preliminary results presented in this report suggest that the changes have had a positive effect. The department will continue to further develop the concentrations and its course offerings to assure that its graduates have acquired the skills and knowledge necessary to compete in the labor market.