

## **Department of Management Assessment Report – 2010**

The Department of Management supports four concentrations revised and implemented during the 2009-2010 academic year: Entrepreneurship and Small Business Management, General Management, International Management, and Human Resource Management. The department also continues to offer internships for students, as it has since the spring 2001 semester, and has placed many students in these jobs.

Each concentration in the department is supported by faculty with special education and interest in that area. For example, the department has focused on providing students in the Human Resource Management concentration with extracurricular activities that build team and leadership skills. The Society for Human Resource Management (SHRM) continues to be one of the premier organizations in the nation. The chapter again achieved a superior merit rating from the national organization. Many of these types of extracurricular activities help the department reach its goals and provide an active learning environment for students.

The goals that follow are linked to the educational objectives of the Department of Management and are outlined in the Major Field Assessment plan:

1. Students will acquire a basic knowledge and understanding of organizational management.
2. Students will develop essential communication skills including written and oral communication 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. Beginning in the 2009-2010 academic year, the department's Assessment Committee began an intensified assessment plan encouraged by the College's accrediting body, the AACSB (Association to Advance Collegiate Schools of Business). The goal of this process is to create an assessment portfolio that measures the extent to which the department is meeting its educational objectives. New assessment tools were developed and were administered to students in Management classes.

Goals for the department were changed slightly to include the following:

- Goal 1. Effective Communication Skills*
- Goal 2. Functional Business Knowledge*
- Goal 3. Understanding Global Business Issues*
- Goal 4. Critical Thinking Skills*
- Goal 5. Understanding of Ethical Issues*

Data for goal attainment will be collected during the spring of each academic year using a

rotating system where communication would be assessed the first academic year and functional business knowledge would be assessed in the second academic year. Over the next seven years, each of the five goals would be assessed at least twice. This would allow time for the department to make changes based on findings and then assess the effectiveness of those changes.

## **Report on Results**

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

Data used to assess this goal come from Southeastern's *Survey of Undergraduate Alumni*. Results from the appropriate survey (2009-2010) are not yet available. We will continue to monitor this situation, and will file an amended MFA once the data are available.

### ***Goal 2: Students will develop essential communication skills including written and oral communication skills.***

The assessment data used to measure oral and written communication skills was gathered from instructor grades of student assignments in Management 464, Business Policy and Strategy. Assignments were based on company analysis/cases and presentations and evaluated by instructors using a rubric designed for both oral and written communication. From the data, we can see that the majority of Management students did well on written case analysis with approximately 33% scoring in the area of excellence. Breaking the data for written communication down by category, students did well in the area of structure and organization (40% scored excellent) and less well in research (26% scored excellent). In the area of oral communication, approximately 39% of the students scored excellent at the aggregate level. 44% scored excellent in delivery style and 29% scored excellent in speaking skills. Considering the focus on communication skills needed by business school graduates, we hope to continue this high level of student performance in this area. As a department, we are encouraging faculty to include more presentations and written assignments as part of their course work so that students get more practice with both oral and written communication before they graduate.

### ***Goal 3: Students will be able to apply technology for the purpose of organizational management and problem solving.***

Data used to assess this goal come from Southeastern's *Survey of Undergraduate Alumni*. Results from the appropriate survey (2009-2010) are not yet available. We will continue to monitor this situation, and will file an amended MFA once the data are available.

**Addendum: Rubric used to measure Oral and Written Communication**

Performance Area	Excellent 5	Competent 3	Poor 1	Item Score	Overall Score
<b>Oral Presentation Assessment</b>					
Delivery Style	Speaker uses grammatically correct and appropriate language. Smooth, effective delivery.	Speaker generally uses correct and appropriate language. Some hesitation in delivery.	Speaker appears unpracticed. Unnecessary pauses, filler words. Incorrect or inappropriate language.		
Speaking Skills	Good voice control, eye contact, and physical demeanor.	Adequate voice control, eye contact, and physical demeanor.	Problems with voice control, eye contact, or posture.		
Structure/ Organization	Presentation is clear, logical, and organized. Issues clearly identified, topic thoroughly discussed, conclusion offered.	Presentation is generally clear and well organized. A few minor points may be confusing. Some issues identified, adequate discussion, some conclusion offered.	Presentation is difficult for listener to follow. Some arguments are not clear. No clear identification of issues, lack of thorough discussion, and no conclusion offered.		
Visuals	Visuals help the flow of the presentation, are easy to read, and informative, and are prepared in a professional manner.	Visuals contribute to the quality of the presentation. Some material not supported by visuals.	Visuals are poorly prepared or used inappropriately.		
Content Knowledge	Students fully understand the material being applied and know how to use the material appropriately in the context of the assignment.	Students partially understand the material being applied and may use some material appropriately, but do not have a full grasp of the material.	Students do not understand the material being applied and do not use material appropriately in the context of the assignment.		
<b>Oral Presentation Assessment</b>					
Performance Area	Excellent 5	Competent 3	Poor 1	Item Score	Overall Score
<b>Written Communication Assessment</b>					
Structure/ Organization	Organized from beginning to end; introductory and conclusion paragraphs included; clear focus, fluent, cohesive.	Organized but may have lapses; transitions evident; usually has clear focus.	Organizational structure inconsistent; poor transitions; focus unclear		
Word Selection and Sentence Structure	Excellent word selection and use; sentence structure logical and well-ordered	Adequate word selection and use; sentence structure adequately logical	Serious and persistent errors in word selection and use; sentence structure poorly ordered and/or confusing.		
Spelling, Punctuation, and Capitalization	Excellent spelling, punctuation and capitalization; carefully edited.	Adequate spelling, punctuation, and capitalization; needs some editing.	Serious errors in spelling, punctuation, and capitalization; needs extensive editing.		
Content	Assigned topic is covered in depth; appropriate issues are fully identified; assignment fully completed.	Coverage of topic is adequate, most issues are identified; generally meets assignment requirements.	Inadequate coverage of topic, minimal identification of issues; does not meet assignment requirements.		
Research	Excellent set of relevant references appropriately applied in analysis.	Adequate set of references, some application in analysis.	No or inappropriate use of references.		
<b>Written Communication Assessment</b>					